FIREFIGHTER I/II

Lead Evaluator Handbook

FIREFIGHTER I/II
LEAD EVALUATOR HANDBOOK

The Indiana Firefighter Training System would like to thank the following people for their assistance in the development of the new FF I/II Skill Sheets, and the Final Practical Examination. Without their time, effort and vision this project would not have been completed. We would also like to thank those who assisted with the pilot tests to include the instructors, evaluators and students and anyone else that we may have missed.

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Need to know Items for Lead Evaluators

1. Skill evaluations for FF I/II are comprised of 3 evolution style scenarios and completion of the Independent Skills. Scenarios, and testing directions are located in the Lead Evaluator Handbook.

2. Scenario assignments are located in the Lead Evaluator Handbook and Lead Instructor Planning Template.

3. Ensure the test site for the final skills examination have all necessary facilities and props to complete all scenarios.

4. Contact your District Training Representative for assistance with obtaining props.

5. Ensure all students have completed Competency Profiles prior to taking the Final Skills Practical Examination.

Section I

Firefighter I/II Skills Handbook Overview

This handbook has been developed to serve as an instructional resource for instructors and students. Evaluators will use this document as a reference while evaluating skills examinations. It has been determined that the skills contained in this document are necessary to meet the objectives of NFPA 1001 2012 edition. Currently Each skill has been laid out in the following format

- Name and Objective
- Directions
- Equipment/Materials List
- Task List

While this serves as a solid guideline that will cover the vast majority as written it is understood that there may be times that adjustments to the equipment, materials list and the task steps will be necessary to complete the objectives. Adjustments may be required if the host department does not have the exact equipment as listed. In this instance an alternative piece of equipment may be used as long as the intent of the objective is met. It may also be necessary to adjust the task steps based on equipment, procedures or manufacturers recommendations. In the event that an adjustment is necessary during training or testing, documentation of the adjustment should be made in the comment section of the students check off sheet.

The intent of this document is to ensure that all persons who achieve certification have met the minimum NFPA Standard. All persons seeking certification must demonstrate **all** skills contained in this document. This is true even if the student is not required to perform the skill at his/her fire department. For instance, your jurisdiction does not have any structures that employ the use of sprinklers; therefore your fire department does not train on sprinkler systems. You will still be required to complete all the sprinkler skills contained in this document. It will be the responsibility of the Lead Instructor to schedule the use of facilities and/or assemble all props necessary to ensure that training on all skills is completed. To assist with this we have identified skills that may be difficult to complete by providing guidance that will ensure compliance. The guidance is located on the identified skill sheet. In addition we are recommending the follow actions be taken to provide students with quality instruction and a positive learning experience;

- Determine your resource needs and identify where you can get them
    - Props

    - Books
    - Instructors
    - Evaluators
    - Your District Fire Training Council is a good starting point with this
- Conduct skill sessions at a training center
- Small classes should combine with neighboring fire departments this will help with ensuring the necessary resources are available

Once the students have successfully demonstrated a skill the instructor shall sign off the appropriate boxes on the FF I/II Practical Skills Competency Profile. The Lead Instructor will sign off at the bottom of the competency profile.

The following skill sheets have been identified and have special instructions or specific guidance;

M-3 SCBA
M-5 Emergency Procedures for SCBA
M-6 Exit a Constricted Opening
M-9 Extinguishers
M-24 Exit a Hazardous Area
M-29 Forcible Entry (Window)
M-30 Forcible Entry (Stud Wall)
M-41 Leg Lock
M-44 Ventilate a Basement
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M-47 Drop Tank
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M-62 Exterior Attack
M-64 Interior Attack
M-65 Vehicle Fire
M-67 Ground Cover Fire
M-69 Stop the Flow from a Sprinkler Head
M-70 Connect to a FDC
M-72 Salvage Cover Fold
M-74 Salvage Cover Roll
M-81 Auto Extrication
M-84 Service Test Fire Hose
M-87 Control LPG Cylinder Fire
M-88 Command a Structure Fire
M-89 Preserve Evidence

If you find that you are unable to complete any skills you must contact the IDHS Training Staff and provide justification. Your justification will be taken into

consideration and further direction will be given at that time. It is critical to preplan your courses to avoid last minute problems. Failure to obtain a prop will not excuse you from completing any of the required skills but will result in delaying the completion of the class.
The skill sheets in this document are used as a reference for the practical skills examination. During practical skills evaluations students will be instructed to complete a series of evolutions that may include any of the skill sheets contained in this document. At no time will a student be asked to perform a skill that is not listed.

Firefighter I Skills
Firefighter Safety and Health

M-1

Respond to an incident, correctly mounting and dismounting an apparatus. (*NFPA® 1001, 5.3.2)*

Directions

For this skills evaluation checklist, students will correctly mount and dismount an apparatus for incident response. Students should follow the procedures appropriate for your department's particular apparatus and equipment.

Equipment & Materials

- Full protective clothing
- Fire apparatus
- Driver/operator for fire apparatus
- Hearing protection (if needed)

Task Steps	
1.	Don appropriate personal protective clothing.
2.	Mount apparatus using handrails and steps, maintain 3 points of contact.
3.	Sit in a seat within the cab and fasten safety belt.
4.	Remain seated with safety belt fastened while vehicle is in motion.
5.	Unfasten safety belt and prepare to dismount when vehicle comes to a complete stop.
6.	Dismount apparatus using handrails and steps, maintain 3 points of contact.

M-2

Set up and operate in work areas at an incident using traffic and scene control devices. *(NFPA® 1001, 5.3.3)*

Directions

For this skills evaluation checklist, students will set up and operate in work areas at an incident using traffic and scene control devices. You should determine the area for students to set up and operate in for this skill.

Equipment & Materials

- Traffic cones and scene control devices
- Simulated traffic emergency scene
- Full protective clothing

Skills Evaluation Checklist

Task Steps	
1.	Don appropriate personal protective clothing, including traffic safety vest.
2.	Set up traffic cones and scene control devices appropriate to the assignment.
3.	Set up established work areas.
4.	Perform tasks as directed to complete the assignment.
6.	Remove traffic cones and scene control devices.

PPE and SCBA
M-3

Don PPE and SCBA for use at an emergency *(NFPA® 1001, 5.1.1.2, 5.3.1)*

Directions

For this skills evaluation checklist, students will don personal protective equipment and SCBA. You should inform students of any time requirements for this skill. The NFPA® requires that protective clothing be donned in one minute. Separately, it also requires the SCBA to be donned in one minute. Prior to donning for time, students should place protective clothing in an accessible location.

The steps given in these skill sheets are general procedures for donning an SCBA. The specific SCBA manufacturer's recommendations for donning and use of the SCBA should always be followed. In addition, some department SOPs only allow seat-mounted SCBA or the facepiece to be donned upon arrival at the scene after the apparatus has stopped. Local procedures must be followed to

ensure the safety of the firefighter. Specific steps for donning may vary by department according to local policy.

****Students are required to perform one method of donning SCBA's for certification. Lead Instructors will communicate what method was utilized to the Lead Evaluator. The Lead Evaluator will ensure that this method is used during the skills evaluation. ****

Equipment & Materials

- Full protective clothing including SCBA
- SCBA storage case or compartment
- PASS device

Skills Evaluation Checklist

Task Steps	
Protective Clothing	
1.	Don pants and boots according to manufacturer's guidelines, which includes suspenders in place.
2.	Don hood (may be down around the neck).
3.	Don coat, with closure secure and collar up.
4.	Don helmet.
5.	Don gloves.
6.	Donning completed within 1 minute.

Task Steps	
SCBA: Coat Method	
1.	Position SCBA with the valve end of the cylinder toward the body.
2.	Open cylinder valve. a. Low pressure alarm sounds b. Valve fully open c. Cylinder at least 90% full

Task Steps	
SCBA: Coat Method	
3.	Check cylinder and regulator pressure gauges. a. Pressure readings within 100 psi OR needles on both pressure gauges indicate same pressure
4.	Grasp the top of the left shoulder strap on the SCBA with the left hand and raise the SCBA overhead.
5.	Guide the left elbow through the loop formed by the left shoulder strap. a. Swing SCBA around left shoulder
6.	Guide the right arm through the loop formed by the right shoulder strap allowing the SCBA to come to rest in proper position.
7.	Fasten chest strap, buckle waist strap, and adjust shoulder straps.
8.	Don facepiece. a. Check facepiece seal b. No air leakage
9.	Connect air supply to facepiece. a. Take normal breaths
10.	Don hood, helmet and gloves. a. No skin exposed b. Donning completed within 1 minute

OR

Task Steps	
SCBA: Over-the-Head Method	
1.	Position the SCBA with the valve end of the cylinder away from the body.
2.	Open cylinder valve. a. Low pressure alarm sounds b. Valve fully open c. Cylinder at least 90% full
3.	Check cylinder and regulator pressure gauges. a. Pressure readings within 100 psi OR needles on both pressure gauges indicate same pressure
4.	Raise the SCBA overhead while guiding elbows into the loops formed by the

Task Steps	
SCBA: Over-the-Head Method	
	shoulder straps. a. Grasp both sides of the harness assembly
5.	Release the harness assembly and allow the SCBA to slide down the back.
6.	Fasten chest strap, buckle waist strap, and adjust shoulder straps.
7.	Don facepiece. a. Check facepiece seal b. No air leakage
8.	Connect air supply to facepiece. a. Take normal breaths
9.	Don hood, helmet and gloves. a. No skin exposed b. Donning completed within 1 minute

OR

Task Steps	
SCBA: Seat Mount Method	
1.	Open cylinder valve. a. Low pressure alarm sounds b. Valve fully open c. Cylinder at least 90% full
2.	Check cylinder and regulator pressure gauges. a. Pressure readings within 100 psi OR needles on both pressure gauges indicate same pressure
3.	Position body in seat with back firmly against the SCBA. a. Release the SCBA hold-down device
4.	Insert arms through shoulder straps.
5.	Fasten chest strap, buckle waist strap and adjust shoulder straps.
6.	Fasten seat belt before apparatus gets underway.
7.	Don facepiece. a. Check facepiece seal

	b. No air leakage
8.	Connect air supply to facepiece. a. Take normal breaths
9.	Don hood, helmet and gloves. a. No skin exposed b. Donning completed within 1 minute

M-4

Doff PPE and SCBA and prepare for reuse. ***(NFPA® 1001, 5.1.1.2)***

Doff Superheated PPE One Firefighter ***(NFPA® 1001, 5.1.1.2)***

Doff Superheated PPE One Firefighter ***(NFPA® 1001, 5.1.1.2)***

Clean and sanitize PPE and SCBA. ***(NFPA® 1001, 5.5.1)***

Inspect PPE and SCBA for use at an emergency incident. ***(NFPA® 1001, 5.5.1)***

Directions

For this skills evaluation checklist, students will doff personal protective equipment and SCBA, clean sanitize, inspect and prepare for reuse.

For this skills evaluation checklist, students will clean and sanitize personal protective clothing and SCBA. Remember, each manufacturer has different guidelines for cleaning and sanitizing its equipment. Remind students to always read, follow, and understand the manufacturer instructions for the specific equipment they are using. If the inspection reveals damage or missing parts, students should notify the instructor, red tag the unit, and place it out of service.

Equipment & Materials

- Full protective clothing including SCBA
- SCBA storage case or compartment
- Cleaner-disinfectant solution recommended by manufacturer
- Soft, lint-free towels
- 2-3 buckets, (example: 1 bucket for soapy water, 1 bucket for clear rinse, 1 bucket for disinfectant)
- Drying rack

- Out of service tags
- Obtain a copy of the manufacturer's guidelines for cleaning and care of protective clothing, including: helmet, gloves, bunker coat, bunker pants, protective hood and boots.
- Obtain a copy of the manufacturer's guidelines for cleaning and care of SCBA unit.

Skills Evaluation Checklist

Task Steps	
Doff and Inspect SCBA	
1.	Remove SCBA.
2.	Close cylinder valve completely.
3.	Bleed air from high- and low-pressure hoses. Shut off PASS device.
4.	Check air cylinder pressure and replace cylinder if less than 90% of rated capacity.
5.	Return all straps, valves and components back to ready state.
4.	Identify all components of SCBA are present: harness assembly, cylinder, facepiece and PASS device.
5.	Inspect all components of SCBA for cleanliness and damage.
6.	If dirty components are found they are cleaned immediately. If damage is found, remove from service and report to officer.
7.	Check that cylinder is full (90%-100% of capacity).
8.	Open the cylinder valve slowly; verify the operation of the low air alarm and the absence of audible air leaks.
9.	If air leaks are detected, determine if connections need to be tightened or if valves, donning switch, etc. need to be adjusted. Otherwise SCBA with audible leaks due to malfunctions shall be removed from service, tagged, and reported to the officer.
10.	Check that gauges and/or indicators (i.e. heads-up display) are providing similar pressure readings (within 100 psi). Manufacturer's guidelines determine the

	acceptable range.
11.	Check function (all modes) of PASS device.
12.	Don facepiece and check for proper seal.
13.	Don regulator and check function by taking several normal breaths.
14.	Check bypass and/or purge valve, if applicable.
15.	Prepare cleaning solution, buckets, etc. according to manufacturer's guidelines and departmental policies.
16.	Clean all components of SCBA unit according to manufacturer's guidelines and departmental policies.
17.	After equipment is clean, inspect for damage. a. If damage is found, tag "out of service" and report information to officer
18.	Assemble components so they are in a state of readiness.
19.	Place all components in a manner and location so that they will dry.

Task Steps	
Doff PPE	
1.	Remove protective clothing.
2.	Inspect PPE for damage and need for cleaning. a. Check outer shell for holes, cuts, separated seams, missing reflective striping and burns/discoloration b. Check inner liner for uniform coloring, that seams are intact and there are no signs of abrasions b. Report damage to officer
3.	Clean dirty components as necessary. a. Remove from service if damage found b. Report damage to officer
4.	Place protective clothing in a manner so that they can be accessed quickly for donning in the event of a reported emergency.

Task Steps	
Doff Superheated PPE One Firefighter	
1.	Keep your gloves on and remove the regulator from the facepiece.

Task Steps	
Doff Superheated PPE One Firefighter	
2.	Remove your helmet.
3.	Fully extend the shoulder straps to your SCBA.
4.	Open the collar tab and coat closure from top down.
5.	Open the SCBA waist strap, waist closure and top of pants completely.
6.	Open the coat as wide as possible, roll the coat and SCBA off your shoulders and let them slip to the ground
7.	Use your feet to pull your coat off your arms. You may have to take off your gloves to execute this maneuver.
8.	Undo your suspenders and let the pants fall to the floor. Take off boot by either stepping on them or using your hands being careful to only touch the inside of the pants.
9.	Remove the hood and facepiece.

Task Steps	
Doff Superheated PPE Two Firefighters	
1.	Keep your gloves on and remove the regulator from the firefighter's facepiece.
2.	Fully extend the shoulder straps to the firefighter's SCBA.
3.	Open the collar tab and coat closure from top down.
4.	Open the SCBA waist strap and roll the SCBA and coat off the firefighter's shoulders.
5.	Undo the waist strap and open the top of the pants. Help the firefighter with the suspenders.
6.	Pull down the pants and assist the firefighter with the boots.
7.	Remove the helmet, hood and facepiece.

Task Steps	
Clean Personal Protective Clothing (Structural Firefighting) (Explain)	
1.	Clean all articles of protective clothing according to manufacturer's guidelines.
2.	Place all equipment in a manner and location so that it will dry.
3.	After equipment is dry, inspect for damage and place in a state of readiness. a. If damage is found, equipment is tagged "out of service" and officer notified

M-5

Perform emergency operations procedures for an SCBA. ***(NFPA® 1001, 5.3.1)***

Directions

For this skills evaluation checklist, students will practice controlling their breathing rate and operating SCBA in the event of a failure of the regulator. Please refer to manufacturer's guidelines for exact procedures. This is a physical and mental skill. The idea is to focus on one technique that works for students and slow their breathing rate, which will extend the time they will have protection if they become trapped or disoriented in a hazardous atmosphere. Each student should practice this technique without their SCBA, and then don SCBA and practice. Finally each student should be placed in an area where their visibility is obstructed and lie down on floor and practice this technique for an extended period of time. Inform students that they and a partner are performing a primary search when the student realizes that air supply has suddenly stopped.

****This skill is to be accomplished in an obscured visibility environment using either synthetic smoke, total darkness or facepiece covers.** **

Equipment & Materials

- Full protective clothing and SCBA
- Limited visibility situation (synthetic smoke or facepiece covers)
- Portable radios

Skills Evaluation Checklist

Task Steps		

Controlled Breathing Techniques	
1.	Demonstrate a controlled breathing technique for two minutes. a. Pattern A – Inhale through nose and exhale through mouth. Breathe in slowly and deeply. Hold air in lungs for 3-4 seconds. b. Pattern B – Inhale through mouth and exhale through nose. Inhale rapidly and fully while exhaling slowly.

Task Steps	
Emergency Operations of SCBA (Use of Bypass Valve)	
1.	Check regulator and open bypass valve. Close mainline if applicable.
2.	Check main cylinder valve and verify it is fully opened.
3.	Check remote gauge or indicators, if applicable.
When steps 1-3 do not correct problem, firefighter proceeds to Step 4.	
4.	Use bypass valve to breathe.
5.	Communicate with partner about situation and ask partner to call Mayday.
6.	Activate "alarm" mode on PASS device after Mayday is called.
7.	Locate hoseline or guideline
8.	As a team, follow handline or guideline and exit hazardous atmosphere quickly.
9.	Notify officer of situation after exiting building.
10.	Doff SCBA, tag unit, and remove from service.

Task Steps	
Emergency Operations of SCBA (Cracked Facepiece)	
In the event of a minor crack or leak in the facepiece;	
1.	Don't panic, remain calm and leave the facepiece on.
2.	Place your hand on your facepiece or regulator and press it against your face.
3.	Cover the crack with your hand.
4.	Notify your hose team member and officer and exit the hazard area.

Task Steps	
Emergency Operations of SCBA (Cracked Facepiece)	
In the event of a major crack or leak in the facepiece;	
1.	Don't panic, remain calm and leave the facepiece on.
2.	Cover the crack with your hand.
3.	Press the manual shutoff between each breath. If the manual shutoff is difficult to manage between breaths shut it and breath using the emergency bypass valve.
4.	Notify your hose team member and officer and exit the hazard area.

Task Steps	
Emergency Operations of SCBA (Regulator Failure/No air maneuver)	
1.	Do not panic, remain calm and drop to the floor.
2.	Call MAYDAY over the radio and provide LUNAR information.
3.	Ensure your hose team is aware.
4.	Activate your PASS device.
5.	Open your purge or bypass valve.
6.	If you are able to establish airflow exit the area with your hose team and keep the IC aware of your situation.
7.	If you are not able to establish airflow position your face near the floor but avoid placing it on or at the floor.
8.	Disconnect the regulator and cover the opening with your nomex hood.
9.	Exit the hazard area with your hose team keeping the IC aware of your situation.
10.	

M-6

Exit a constricted opening while wearing standard SCBA. ***(NFPA® 1001, 5.3.9)***

Directions

For this skills evaluation checklist, students will practice exiting a constricted passage while wearing SCBA. Students must be familiar with the specific SCBA that your department uses. Remind students to always follow the instructor's directions and all safety procedures of your organization. You should give students a scenario that forces them to pass through a restricted opening to exit a hazardous atmosphere. This is an extreme situation and is meant to teach students the ability to call a mayday and attempt to rescue themselves. Remind students to remain calm, think about their options and slowly negotiate obstacle.

This is a skill that is simulating extreme conditions. Some manufacturers do not recommend loosening parts of the SCBA harness or removing the backpack completely.

For the purposes of this skill it is recommended that a standard stud wall be used to teach this skill. The studs should be spaced 16 inches (406 mm) on center. Have the students pass through this type of opening to practice this skill.

****Instructors shall have students practice completing step 3 and step 4 as well as step 7**

****This skill is to be accomplished in an obscured visibility environment using either smoke, synthetic smoke, total darkness or facepiece covers****

Equipment & Materials

- Full protective clothing and SCBA for two firefighters
- Handheld radios
- Obstacle course with constricted passage/exit

Skills Evaluation Checklist

Task Steps	
1.	Don personal protective clothing and SCBA before entering hazardous atmosphere.
2.	Enter and negotiate obstacle course to the narrow passage or constricted exit. a. Maintain contact with wall or guideline/hoseline and team member (loud and clear communications) b. Lead team member: Feel ahead with hand and tool

3.	Reduce profile and attempt to pass through restriction. a. After wall covering has been removed, place your back to the hole and lean back to allow the SCBA cylinder to clear the hole b. Rotate slightly to allow one of your arms to be placed on the opposite side of the wall c. Lean back and rotate on your side toward the arm that went through d. If successful complete steps 5 & 6 and notify command of your situation e. If unsuccessful attempt step 4
4.	If unable to pass with SCBA on, loosen parts of the SCBA harness or remove backpack completely as necessary. a. Sound the floor beyond the opening b. Lay down on the side of your air supply hose (usually your left side) c. Loosen and release your waist strap then loosen your right shoulder strap d. Roll out of your SCBA, grasp your left shoulder strap and air supply hose with your left hand e. Do not let go of the strap until the evolution is complete f. Push the SCBA through the opening g. Climb through the opening h. Place the SCBA back on i. Notify command of your situation j. If unsuccessful proceed to step 7
5.	Exit hazardous atmosphere and notify Command when safe.
6.	Doff SCBA and PPE when clear of hazardous atmosphere.
7.	If the area is impassable, notify Command of situation. a. Call a Mayday and communicate with Command: (LUNAR) location, unit, name, assignment, resources needed b. Activate PASS device in "alarm" mode after communicating with Command

M-7

Change an SCBA cylinder — One-person method. ***(NFPA® 1001, 5.3.1)***

Directions

For this skills evaluation checklist, students will practice changing an SCBA cylinder. Changing cylinders can be either a one-person or a two-person job. This skill sheet describes the one-person method for changing an air cylinder.

Remind students to always follow the recommendations for the specific cylinders your department uses. On some SCBA, the audible alarm does not sound when the cylinder valve is opened. Students must know the operation of the particular unit they are using.

Remind students that they should always maintain a cylinder with 90-100% capacity; their lives may depend upon it. Don't cut corners! Remind students to follow a consistent routine for all aspects of PPE.

Equipment & Materials

- Full protective clothing and SCBA
- Salvage cover
- Replacement cylinder

Skills Evaluation Checklist

Task Steps	
1.	Place the SCBA unit on a firm surface.
2.	Close the cylinder valve.
3.	Bleed air pressure from high- and low-pressure hoses.
4.	Disconnect the high-pressure coupling from the cylinder.
5.	Remove the empty cylinder from harness assembly.
6.	Verify that replacement cylinder is 90-100% of rated capacity.
7.	Check the cylinder valve opening and the high-pressure hose fitting for debris. a. Clear any debris by quickly opening and closing cylinder valve.
8.	Place the new cylinder into the backpack and lock in place.
9.	Connect the high-pressure hose to the cylinder and hand-tighten.
10.	Slowly and fully open the cylinder valve and listen for an audible alarm and leaks as the system pressurizes.
11.	If air leaks are detected, determine if connections need to be tightened or if valves, donning switch, etc. need to be adjusted. Otherwise SCBA with audible leaks due to malfunctions shall be removed from service, tagged, and reported to the officer.
12.	Don regulator and take normal breaths.
13.	Check pressure reading on remote gauge and/or indicators and report reading.

Task Steps	
	a. Reading should be within manufacturer's guidelines within 100 psi of the pressure indicated on cylinder gauge. If not, remove SCBA unit from service and report to officer.

M-8

Change an SCBA cylinder — Two-person method. ***(NFPA® 1001, 5.3.1)***

Directions

For this skills evaluation checklist, students will practice changing an SCBA cylinder. Changing cylinders can be either a one-person or a two-person job. This skill sheet describes the two-person method for changing an air cylinder. Remind students to always follow the recommendations for the specific cylinders your department uses. On some SCBA, the audible alarm does not sound when the cylinder valve is opened. They must know the operation of their own particular unit.

Remind students that they should always maintain a cylinder with 90-100% capacity; their lives may depend upon it. Don't cut corners! Remind students to follow a consistent routine for all aspects of PPE.

Equipment & Materials

- Full protective clothing and SCBA
- Salvage cover
- Replacement cylinder

Skills Evaluation Checklist

Task Steps	
1.	Disconnect the regulator from the facepiece or disconnect the low-pressure hose from the regulator.
2.	Position the cylinders for easy access by having the wearer kneel down or bend over.
3.	Fully close the cylinder valve.
4.	Release the air pressure from the high- and low-pressure hoses.
5.	Disconnect the high-pressure coupling from the cylinder.

Task Steps	
6.	Remove the empty cylinder from harness assembly.
7.	Inspect replacement cylinder and ensure that cylinder is 90-100% of rated capacity.
8.	Place the new cylinder into the harness assembly and lock in place.
9.	Check the cylinder valve opening and the high-pressure hose fitting for debris, clearing any debris by quickly opening and closing cylinder valve.
10.	Connect the high-pressure hose to the cylinder and hand-tighten.
11.	Slowly open the cylinder valve fully and listen for an audible alarm and leaks as the system pressurizes.
12.	Don regulator and take normal breaths.
13.	Check pressure reading on remote gauge and/or indicators and report reading. b. Reading should be within 100 psi of the pressure indicated on cylinder gauge. If not, remove SCBA unit from service and report to officer.

Extinguishers
M-9

Operate a dry chemical (ABC) extinguisher. ***(NFPA® 1001, 5.3.16)***

Operate a carbon dioxide (CO_2) extinguisher. ***(NFPA® 1001, 5.3.16)***

Operate a stored pressure water extinguisher. ***(NFPA® 1001, 5.3.16)***

Directions

For this skills evaluation checklist, students will operate a dry chemical extinguisher and extinguish a small incipient Class B fire. Inform students of the importance of following all safety policies and procedures when working with live fire, especially flammable liquids.

For this skills evaluation checklist, students you will operate a carbon dioxide extinguisher on a simulated Class C fire. Inform students of the importance of following all safety policies and procedures when working with live fire.

For this skills evaluation checklist, students will operate a stored pressure water extinguisher and extinguish a small incipient Class A fire. Inform students of the importance of following all safety policies and procedures when working with live fire.

****During training the use of all extinguishers must be covered, however students are required to perform skills associated with one extinguisher for certification. Lead Instructors will communicate what extinguisher was utilized to the Lead Evaluator. The Lead Evaluator will ensure that this extinguisher is used during the skills evaluation. ****

Equipment & Materials

- Personal protective clothing and SCBA
- Dry chemical (ABC) extinguisher
- Small Class B fire or simulated Class B fire
- Stored pressure water extinguisher
- Small Class A Fire
- Carbon Dioxide Extinguisher
- Small Class C Fire

Skills Evaluation Checklist

Task Steps –Dry Chemical	
1.	Size up class B fire, ensuring that it is safe to fight with an extinguisher.
2.	Pull pin at top of extinguisher to break the inspection band.
3.	Test to ensure proper operation. a. Point nozzle horn in safe direction b. Discharge very short test burst
4.	Carry extinguisher to within stream reach of fire. a. Escape route identified b. Upright c. Upwind of fire
5.	Aim nozzle toward base of fire.
6.	Discharge extinguishing agent a. Squeeze handle b. Sweep slowly back and forth across entire width of fire c. Avoid splashing liquid fuels
7.	Cover entire area with dry chemical until fire is completely extinguished.

8.	Back away from the fire area.
9.	Tag extinguisher for recharge and inspection.

Task Steps – CO2	
1.	Size up electrical fire, ensuring that it is safe to fight with an extinguisher.
2.	Pull pin at top of extinguisher to break the inspection band.
3.	Test to ensure proper operation. a. Point nozzle horn in safe direction b. Discharge very short test burst
4.	Carry extinguisher to within stream reach of fire. a. Escape route identified b. Upright c. Upwind of fire
5.	Aim nozzle toward base of fire.
6.	Discharge extinguishing agent. a. Squeeze handle b. Sweep slowly back and forth across entire width of fire
7.	Cover entire area with gas cloud until fire is completely extinguished.
8.	Back away from the fire area.
9.	Tag extinguisher for recharge and inspection.

Task Steps - Water	
1.	Size up class A fire, ensuring that it is safe to fight with an extinguisher.
2.	Pull pin at top of extinguisher to break the inspection band.
3.	Test to ensure proper operation. a. Point nozzle horn in safe direction b. Discharge very short test burst.
4.	Carry extinguisher to within stream reach of fire.

	a. Escape route identified b. Upright c. Upwind of fire
5.	Aim nozzle toward base of fire.
6.	Discharge extinguishing agent. a. Squeeze handle b. Sweep slowly back and forth across entire width of fire
7.	Cover entire area with water until fire is completely extinguished.
8.	Back away from the fire area.
9.	Tag extinguisher for recharge and inspection.

Ropes and Knots
M-10

Inspect, clean, and store rope. ***(NFPA® 1001, 5.5.1)***

Directions

For this skills evaluation checklist, students will clean, inspect, and store rope. The procedures are the general steps for cleaning rope. Methods of washing vary with each rope manufacturer, so it is always advisable to contact them for specific cleaning and drying instructions for the type of rope being cleaned.

Equipment & Materials

- Rope to be inspected and rope to be cleaned
- Rope logbook and pen
- Cleaning agent recommended by rope manufacturer
- Cleaning supplies per manufacturer's guidelines

Skills Evaluation Checklist

Task Steps	
Clean Rope	
1.	Clean the rope according to manufacturer's guidelines.
2.	Thoroughly rinse the rope.
3.	Dry the rope according to manufacturer's recommendations.

Inspect and Store Rope	
1.	Using hands inspect the entire length of the rope for soft, crusty, stiff, or brittle spots; areas of excessive stretching; cuts, nicks and abrasions.
2.	Visually inspect the entire length of the rope for exterior nicks, cuts, dirt, embedded objects, and other obvious flaws, as well as cleanliness.
3.	Remove any flawed rope from service, disposing of it or labeling it as utility rope.
4.	Record information in rope logbook.
5.	Store rope per local protocol.

M-11

Tie the single overhand knot. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will tie the single overhand knot. As an added measure of safety, it is recommended that an overhand safety knot be used whenever tying any type of knot. The simple yet effective overhand safety eliminates the danger of the working end of the rope slipping back through the knot, thus causing the knot to fail.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Form a loop in the rope.
2.	Insert the end of the rope through the loop.
3.	Dress the knot by pulling on both ends of the rope at the same time.

M-12

Tie a bowline. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will tie a bowline knot. The bowline is an important knot in the fire service, sharing a degree of acceptance in both life safety and utility applications. The bowline is easily untied and is a good knot for forming a single loop that will not constrict the object around which it is placed.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Select enough rope to form the size of the loop desired.
2.	Form an overhand loop in the standing part.
3.	Pass the working end upward through the loop.
4.	Pass the working end over the top of the loop under the standing part.
5.	Bring the working end completely around the standing part and down through the loop.
6.	Pull the knot snugly into place, forming an inside bowline with the working end on the inside of the loop.
7.	Secure the bowline with an overhand safety.

M-13

Tie a clove hitch. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will tie a clove hitch. The clove hitch is essentially two half hitches. Its loop may be placed anywhere in the rope from one end to the middle. Its principal use is to anchor a rope to an object such as a pole, post, or hoseline. If the knot will be subjected to repeated loading and unloading, it should be backed up with an overhand safety knot.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Form a loop in your left hand with the working end to the right crossing under the standing part.
2.	Form another loop in your right hand with the working end crossing under the standing part.
3.	Slide the right-hand loop on top of the left-hand loop.
4.	Hold the two loops together at the rope, forming the clove hitch.
5.	Slide the knot over the object.
6.	Pull the ends in opposite directions to tighten.

M-14

Tie a clove hitch around an object. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will tie a clove hitch around an object. Because the open clove hitch cannot be slipped onto an object with no free end (such as the center of a hoseline), this method is used on objects with no free end or with a distant free end.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Make one complete loop around the object, crossing the working end over the standing part.
2.	Complete the round turn about the object just above the first loop.

3.	Pass the working end under the upper wrap, just above the cross.
4.	Set the hitch by pulling.

M-15

Tie a figure eight. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will tie a figure eight. A figure-eight knot is stronger than a bowline, easy to tie and untie, inspect, and keep neat. There are several variations of the figure-eight knot commonly used in the rescue service.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Make a loop in the rope.
2.	Pass the working end completely around the standing part.
3.	Insert the end of the rope back through the loop.
4.	Dress the knot by pulling on both the working end and standing part of the rope at the same time.

M-16

Tie a figure-eight follow-through. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will tie a figure-eight bend. The figure-eight bend is one of the knots in the figure-eight family.

Equipment & Materials

- Piece of rope (for example, 6-

foot to 20-foot [1.8 m to 6 m]
length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Tie a figure eight knot on one end of the rope.
2.	Feed the end of the other rope through the figure-eight knot in reverse. It should follow the exact path of the original knot.
3.	Use a safety knot, such as the overhand, with this knot.

M-17

Tie a figure eight on a bight. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will tie a figure eight on a bight. The figure eight on a bight is a good way to tie a loop in either the middle or the end of a rope. It is tied by forming a bight in either the end of the rope or at any point along its length, and then tying a simple figure-eight with the doubled part of the rope (bight). Because it can be tied in the middle of the rope or used for a loop in the rope to which other lines or equipment can be attached, it is used for both an anchoring attachment and a harness tie-in.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Form a bight in the working end of the rope.
2.	Pass it over the standing part to form a loop.
3.	Pass the bight under the standing part and then over the loop and down through it; this forms the figure eight.

4.	Extend the bight through the knot to whatever size working loop is needed.
5.	Dress the knot.

M-18

Hoist an axe. ***(NFPA® 1001, 5.1.2)***

Hoist a pike pole. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will hoist an axe. The procedure for attaching and hoisting an axe is the same for either a pick-head axe or a flat-head axe.

Equipment & Materials

- One 50-foot (6 m to 12 m) length of utility rope
- Axe
- Pike Pole

Skills Evaluation Checklist

Task Steps - Axe	
1.	Lower an appropriate length of rope from the intended destination of the axe.
2.	Tie a clove hitch using the method shown in Skill Sheet M-13. NOTE: If the rope has a loop in the end, the loop may be used instead of a clove hitch.
3.	Slide the clove hitch down the ace handle to the axe head. a. The excess running end of the rope becomes the guideline
4.	Loop the working end of the rope around the head of the axe and back up the handle.
5.	Tie a half-hitch on the handle a few inches (millimeters) above the clove hitch.
6.	Tie another half-hitch at the butt end of the handle.

Task Steps – Pike Pole

1.	Lower an appropriate length of rope from the intended destination of the pike pole.
2.	Secure the rope to the pike pole toward the end of the handle using a clove hitch. a. Pike is pointing upwards.
3.	Leave enough excess running end so that it becomes the guideline.
4.	Tie a half-hitch or approved knot around the pike pole in the middle of the handle.
5.	Tie a second half-hitch or approved knot around the pike pole under the pike hook.
6.	Hoist the pike pole. a. Clear hoist area of personnel b. Pull running end of rope c. Use guideline to clear obstacles

or

Task Steps – Pike Pole	
1.	Lower an appropriate length of rope from the intended destination of the pike pole.
2.	Place an open clove hitch over the handle of the pike pole and tighten by the hook. Leave enough rope for a tagline.
3.	Take a bite around the head of the pike pole and bring it up toward the handle.
4.	Place two or three half hitches up the pike pole handle.

M-19

Hoist a dry hoseline. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will hoist a dry hoseline. Hoisting hose is probably the safest way to get hoselines to upper levels. As with advancing hose up a ladder, it is easier and safer to hoist a dry hoseline.

Equipment & Materials

- One 50-foot (6 m to 12 m)
- Hose roller

length of utility rope

- 50-foot (15 m) length of 2½-inch (65 mm) hose

Skills Evaluation Checklist

Task Steps	
1.	Lower an appropriate length of rope from the intended destination of the hoseline.
2.	Fold the nozzle end of the hoseline back over the rest of the hose so that an overlap of 4 to 5 feet (1.2 m to 1.5 m) is formed.
3.	Tie a clove hitch with an overhand safety knot, around the tip of the nozzle and the hose it is folded against so that they are lashed together.
4.	Place a half-hitch on the doubled hose about 12 inches (300 mm) from the loop end.

M-20

Hoist a charged hoseline. ***(NFPA® 1001, 5.1.2)***

Directions

For this skills evaluation checklist, students will hoist a charged hoseline. Whenever possible, charged hoselines should be bled of pressure before being hoisted because hoisting a dry hoseline is safer than hoisting a charged line. However, charged lines may be hoisted. Hoist charged lines nozzle-up, and be careful not to damage a coupling or the nozzle as the hoseline is being raised.

Equipment & Materials

- One 50-foot (6 m to 12 m) length of utility rope
- 2½-inch (65 mm) charged hoseline with attached 2½-inch (65 mm) nozzle
- Hose roller

Skills Evaluation Checklist

Task Steps

1.	Lower an appropriate length of rope from the intended destination of the hoseline.
2.	Tie a clove hitch, with an overhand safety knot, around the hose about 1 foot (0.3 m) below the coupling and nozzle.
3.	Pass a bight through the nozzle handle and loop it over the nozzle so that the rope holds the nozzle shut while it is being hoisted.
4.	Tie a half-hitch around the nozzle to take the strain off the handle.

Search & Rescue
M-21

Conduct a primary search. ***(NFPA® 1001, 5.3.9)***

Directions

For this skills evaluation checklist, students will conduct a primary search. Students must work with other students as a team during this skill. Remind students to always follow the policies and procedures of your organization.

Equipment & Materials

- Full protective clothing with SCBA
- Building to be searched

Skills Evaluation Checklist

Task Steps	
Conduct a Primary Search	
1.	Confirm order with officer to conduct primary search. a. Establish search pattern to be used
2.	Size up structure to be searched. a. Hazards present b. Construction type and features c. Potential escape routes d. Fire and smoke conditions
3.	Search the structure using established search pattern. a. Cursory search of likely victim areas

	b. Call out for victims c. Maintain team integrity and communication d. Work from fire area to exterior e. Maintain situational awareness	
4.	Identify rooms that have been searched.	
5.	Remove any victims. a. Inform officer of victim(s)	
6.	Exit building when search is complete or when conditions dictate.	
7.	Report to officer completion of primary search.	
8.	List considerations and steps necessary to complete a secondary search.	

Task Steps	
Light Scan Search	
1.	Check the door top to bottom with the back of hand.
2.	Once inside the room position yourself below the smoke layer and use the portable light to completely scan the floor area and any furniture for victims.
3.	This method is restricted to use in small rooms.

Task Steps	
Perimeter Search Two Firefighters	
1.	Check the door top to bottom with the back of hand.
2.	The first firefighter enters the room and immediately places his/her right-hand on the right wall and begins to search crawling on the right wall calling out for victims.
3.	The second firefighter lies on the floor and performs a quick light scan search of the room.
4.	The second firefighter places the light on the floor pointing into the room to serve as a beacon for both firefighters.
5.	The second firefighter places his/her left-hand on the left wall and begins to search crawling on the left wall calling out for victims.

6.	The firefighters should meet approximately half way through the room. Once they meet stop, listen for victims.
7.	The firefighters should return to the door by following the beam of light. The firefighters should work side by side staying in contact with each other.
8.	If they are unable to see the beam of light follows one of the walls back to the door. The firefighters should work side by side staying in contact with each other.
9.	The firefighters should not enter any doors that would lead them into another room before completing the search of the current room.
10.	Once the search is complete the firefighter should discuss their findings, mark the room and proceed to the next room for search.
11.	If at any time the firefighters find a victim they immediately notify the other firefighter and the IC of their findings and remove the victim using an appropriate drag or carry.

M-22

Demonstrate the incline drag. ***(NFPA® 1001, 5.3.9)***

Demonstrate the blanket drag. ***(NFPA® 1001, 5.3.9)***

Directions

For this skills evaluation checklist, students will demonstrate the incline drag/blanket drag. The incline drag is used by one rescuer to move a victim down a stairway or incline. It is very useful for moving an unconscious victim.

Equipment & Materials

- Full protective clothing with SCBA

Skills Evaluation Checklist

Task Steps – Incline Drag	
1.	Turn the victim (if necessary) so that the victim is supine.
2.	Kneel at victim's head.
3.	Support the victim's head and neck. NOTE: If head or neck injuries are suspected, provide appropriate support for head during movement.

4.	Lift the victim's upper body into a sitting position.
5.	Reach under the victim's arms.
6.	Grasp the victim's wrists.
7.	Stand. The victim can now be eased down a stairway or ramp to safety.

Task Steps – Blanket Drag	
1.	Turn the victim (if necessary) so that the victim is supine.
2.	Lay the blanket down next to the victim.
3.	Roll the victim towards you then roll the victim onto the blanket.
4.	Roll the blanket around the victim, supporting the head and neck.
5.	Drag the victim head first with the head and shoulders slightly off the ground.

M-23

Demonstrate the webbing drag. ***(NFPA® 1001, 5.3.9)***

Directions

For this skills evaluation checklist, students will demonstrate the webbing drag.

Equipment & Materials

- Full protective clothing with SCBA
- Webbing

Skills Evaluation Checklist

Task Steps	
1.	Place the victim on his or her back.
2.	Slide the large webbing loop under victim's head and chest so the loop is even with their arm pits. a. Position the victim's arms so that they are outside the webbing b. Form a large loop around the victim's torso at the chest level
3.	Pull the top of the large loop over the victim's head so that it is just past their head.

4.	Reach down through the large loop and under the victim's back and grab the webbing.
5.	Pull the webbing up and through the loop so that each webbing loop is drawn snugly around the victim's shoulders. a. Victim's arms next to the body b. Webbing placed high on shoulders close to the neck
6.	Adjust hand placement on the webbing to support the victim's head. a. Move hands toward head to provide more support
7.	Drag the victim to safety by pulling on the webbing loop.

or

Task Steps	
1.	Place the victim on his or her back. Taking the webbing make a complete circle around the victim.
2.	While lifting one arm at a time, slide the webbing under the victim's shoulder blades, flopping the loop onto the victim's chest.
3.	Lifting each leg, grab the webbing and pull upward, laying the webbing on top of the victim's stomach.
4.	Take the loop that is coming between the victim's legs and place your right hand through that loop. With the same hand grab the two loops on the victim's chest.
5.	While holding onto the two loops pull your hand out of the bottom loop.
6.	Position yourself above the victim's head, grasp the two loops and drag the victim.
7.	If two firefighters are available each firefighter can grab a loop.

M-24

Exit a hazardous area. ***(NFPA® 1001, 5.3.5)***

Rescue a Firefighter ***(NFPA® 1001, 5.3.9)***

Select tools for forcible entry ***(NFPA® 1001, 6.3.2(B))***

Directions

For this skills evaluation checklist, students will exit a hazardous area. Students must work together as a team to complete this skill.

****This skill is to be accomplished in an obscured visibility environment using either smoke, synthetic smoke, total darkness or facepiece covers****

Equipment & Materials

- Full protective clothing with SCBA
- Spare SCBA and Cylinder
- Area or structure to be exited
- Smoke Machine
- Forcible Entry Tools
- Rope or Webbing

Skills Evaluation Checklist

Task Steps – Exit a Hazardous Area	
1.	Size up environment. a. Hazards present b. Changing conditions c. Status of team
2.	Determine that immediate exit by team is required. a. Immediate threat to life safety exists b. Communicate need to exit to team members
3.	Exit structure or hazardous area following guideline or hose. a. Maintain team integrity and communication b. Maintain situational awareness c. Monitor level of breathing air in SCBA cylinder
4.	Move to safe area after exiting structure or hazardous area. a. Maintain use of SCBA and PPE while hazards are present
5.	Notify officer of situation using local procedures. a. Request assistance if required

Task Steps – Rescue a Firefighter	
1.	Size up situation. a. Hazards present b. Changing conditions

	c. Status of downed firefighter (LUNAR)
2.	Collect all necessary equipment. a. Forcible entry tools b. Spare SCBA/Cylinder c. Guideline
3.	Confirm order to enter the structure. a. Maintain team integrity and communication b. Maintain situational awareness c. Monitor level of breathing air in SCBA cylinder
4.	Enter the structure. a. Maintain team integrity and communication b. Maintain situational awareness c. Monitor level of breathing air in SCBA cylinder d. Move to last known location e. Listen for PASS alarm
5.	Once the downed firefighter is located. a. Evaluate the condition of the firefighters SCBA b. Evaluate the medical condition of the firefighter b. Call for assistance if necessary c. Notify command of the status
6.	If firefighter is ambulatory assist him/her out of the hazard zone.
7.	If the firefighter is unconscious or non-ambulatory. a. Assess the status of his/her SCBA (replace SCBA/cylinder as necessary) b. If the SCBA is not functioning. If the closest exit is in the immediate vicinity then remove the downed firefighter. c. If the closest exit is not in the immediate vicinity then remove the victim's SCBA regulator and replace it with the regulator or the spare SCBA. Ensure the cylinder valve is completely open. d. Loosen the firefighter's waist strap, detach it and reattach it between the firefighter's legs e. Take the spare SCBA (that is now hooked to the firefighter's mask) and turn it upside-down and attach its waist-strap into the shoulder strap of the firefighter's SCBA
8.	Remove the firefighter from the hazard area a. Loosen the shoulder straps of the SCBA

	b. Loosen and unbuckle the waist-strap, place the strap between the firefighter's legs and buckle (unless this was completed in step 7) c. Grasp the shoulder-straps and drag the firefighter
9.	Move to safe area after exiting structure or hazardous area. a. Maintain use of SCBA and PPE while hazards are present b. Transfer care of Firefighter to EMS using local procedures
10.	Notify officer of situation using local procedures. a. Request assistance if required

M-25

Illuminate the emergency scene. ***(NFPA® 1001, 5.3.17)***

Directions

For this skills evaluation checklist, students will illuminate a scene as indicated or marked off. Equipment and materials used in your department may differ slightly from this skill sheet. Always follow the manufacturer's instructions when using any equipment.

Equipment & Materials

- Personal protective clothing
- Power generator or alternate power source
- Portable lights
- Appropriate equipment operation and service manuals
- Power cords (twist lock, waterproof)
- Ground fault circuit interrupters (GFCI) on all outlets
- Power outlet adapters

Skills Evaluation Checklist

Task Steps	
1.	Check the oil and gas level in the generator.
2.	Start generator per manufacturer's guidelines.
3.	Check all extension cords and lighting equipment for damage and wear.
4.	Connect power cords to a power source. In the event of a ground fault indicator is tripped attempt to determine why and fix any problems. Then reset ground fault interrupter devices by pressing in the reset button.

5.	Choose proper portable light for assigned task.
6.	Extend power cords to the area that needs illumination and connect to the portable light. a. Avoid pulling power cords over sharp objects or around tight bends that may cause damage to cord
7.	Position portable light on stable surface and out of main traffic area so that work area is illuminated and firefighter's vision is not interrupted.
8.	Turn off generator per manufacturer's instructions.
9.	Dismantle lighting equipment and return to proper storage. a. Allow all equipment to cool before returning to storage b. Disconnect cords at connections, not by pulling on cords c. Rewind cords and inspecting for damage d. Lift all equipment properly to avoid back strain

Forcible Entry
M-26

Clean, inspect, and maintain hand/power tools and equipment.
(NFPA® 1001, 5.5.1)

Directions

For this skills evaluation checklist, students will clean, inspect, and maintain various hand tools. Every department has unique tools and equipment. This is merely a basic guide to common procedures. Tools needing maintenance will be placed on a salvage cover. Students should select one tool at a time and clean and dry each tool thoroughly before proceeding to inspection and maintenance so that the cleaning can reveal any maintenance needs. Remind students to always follow the manufacturer's instructions when using any equipment.

Equipment & Materials

- Personal protective clothing (may include hearing and eye protection)
- Maintenance tools such as files, wrenches, screwdrivers, hammers, etc.
- Maintenance supplies
- Salvage cover
- Cutting tools
- Pushing/pulling tools

appropriate for the types of tools used, such as: steel wool, sandpaper, machine oil, lubricating oil, mild detergent, degreaser, shop towels, boiled linseed oil (wooden handles), paint, brushes, scrub pads, buckets, water.

- Striking tools
- Appropriate equipment operation and service manuals
- Prying tools
- Gas powered positive pressure fan or portable power plant

Skills Evaluation Checklist

Hand Tool Task Steps	
Tool Cleaning	
1.	Wash tools with mild detergent or per manufacturer's guidelines. Rinse and wipe dry. a. Do not soak wooden handles in water because it will cause the wood to swell
Tool Inspection	
2.	Inspect tool handles for cracks, splinters, or other damage.
3.	Inspect tool head for tightness.
4.	Inspect working surface for dullness, damage, chips, cracks, or metal fatigue.
5.	Notify officer of any problems identified so that corrective actions can be taken.

And

Power Tool Task Steps	
Tool Cleaning	
1.	Clean tools according to manufacturer's guidelines.
Tool Inspection	
2.	Inspect tools for damage.
3.	Inspect parts for tightness and function. a. Ensure that all guards are functional and in place. b. Check all electrical components for cuts or other damage.

4.	Inspect working surface for damage or wear.
Tool Maintenance	
5.	Change a cutting blade on a power tool. a. Check blades for damage or wear. b. Replace blades that are damaged or worn.
6.	Check fuel level in all power tools and fill as necessary. a. Use correct fuel type. b. Ensure that fuel is fresh.
7.	Check oil level in all tools and fill as necessary.
8.	Start all power tools and keep them running. a. Ensure power tools will start manually. b. Ensure battery packs are fully charged.
9.	Tag a tool that is out of service. a. Place appropriate notification on the tool. b. Communicate the situation with officer.

M-27

Force entry through an inward-swinging door — Two-firefighter method (*NFPA® 1001, 5.3.4)*

Directions

For this skills evaluation checklist, students will force entry through an inward-swinging door using the two-firefighter method. Although various forcible entry tools can be used to force doors, this skill sheet uses the Halligan bar and flat head axe.

Equipment & Materials

- Appropriate protective clothing (safety goggles and/or face shield)
- Halligan bar
- Flat head axe
- Locking pliers, chain and/or utility rope (optional)

Skills Evaluation Checklist

Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Firefighter #2: Checks door for heat and ensures it is safe to enter.
4.	Firefighter #1: Place the fork of a Halligan bar just above or below the lock with the bevel side of the fork against the door.
5.	Firefighter #1: Angle the tool slightly up or down.
6.	Firefighter #2: Strike the tool with the back side of a flat-head axe.
7.	Firefighter #2: Drive the forked end of the tool past the interior doorjamb.
8.	If difficulty is encountered flip the halligan so that the beveled end of the halligan is toward the jamb. After the fork gets past the jamb place the head of the axe in the opening and remove the halligan. Then flip the halligan so the beveled is now against the door.
9.	Firefighter #1: Move the bar slowly perpendicular to the door being forced to prevent the fork from penetrating the interior doorjamb.
10.	Firefighter #1: Make sure the fork has penetrated between the door and the doorjamb.
11.	Firefighter #1: Exert pressure on the tool toward the door, forcing it open.

M-28

Force entry though an outward-swinging door — Wedge-end method. ***(NFPA® 1001, 5.3.4)***

Directions

For this skills evaluation checklist, students will force entry through an inward-swinging door using the wedge-end method. Although various forcible entry tools can be used to force doors, this skill sheet uses the Halligan bar and flat head axe.

Equipment & Materials

- Appropriate protective clothing (safety goggles and/or face shield)
- Halligan bar
- Flat head axe
- Locking pliers, chain and/or utility rope

(optional)

Skills Evaluation Checklist

Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Check door for heat and ensures it is safe to enter.
4.	Gap the door using the adze end of the halligan.
5.	Drive the adze into the opening.
6.	Pull on the Halligan to force the door.

M-29

Force entry through a window (glass pane). ***(NFPA® 1001, 5.3.4)***

Directions

For this skills evaluation checklist, students will force entry through a window. This skill covers only typical window construction that has glass panes. Remind students to never break glass with their hands, gloved or ungloved. Also, remind students firefighters should take special precautions when breaking windows above the ground floor to prevent falling glass hazards to citizens and firefighters below. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is required that students wear SCBA for this training exercise.

****Other materials may be simulated in the place of glass as long as the material is fastened to the window prop and will produce a similar affect as breaking glass. Possible solutions can be Saran® wrap, Styrofoam® or wood attached by Velcro strips.** **

Equipment & Materials

- Protective clothing and SCBA
- Window prop
- Forcible entry prying tool

Skills Evaluation Checklist

Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Size up the situation. a. Try window first b. Evaluate window construction and locking method
4.	Break the window glass. a. (Multiple-paned window) Lowest pane of glass b. (Single-paned window) At top of pane c. To avoid losing control of the tool, do not use excessive force d. Keep hands and the tool handle above the point of impact e. Use the tool to clean all the broken glass out of the frame once the glass has been broken

or

Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Size up the situation. a. Try window first b. Evaluate window construction and locking method
4.	From the exterior place the fork of the halligan tool with the bevel side against the windowsill and pry inward and downward.
5.	If dealing with a modern window, from the interior, place the adze of the halligan tool between the upper and lower sash against the window jamb and pry upward.

M-30

Force entry through a wood-framed wall (Type V construction) with hand tools (*NFPA® 1001, 5.3.4)*

Directions

For this skills evaluation checklist, students will force entry through a wall. Using power tools, firefighters will cut an inspection hole, locate a wall stud, and remove enough material so that a firefighter may pass through. When removing wall studs, consideration should be given to structural integrity and utility location. Students must wear SCBA for this training exercise.

****This skill should be accomplished by a team of 2 or more. ****

Equipment & Materials

- Protective clothing and SCBA
- Wall prop
- Forcible entry tools (pick head axe, flat head axe and Halligan, etc.)
- Short pike pole

Skills Evaluation Checklist

Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Size up the situation. a. Wall construction evaluated b. Locations of utilities considered
4.	Confirm with Command that utilities are off.
5.	Create a hole in the wall, insert a tool in the hole and remove wall covering and locate stud.
6.	Increase size of hole to allow the passage of firefighter a sharp blow or series of sharp blows to the stud at the base will separate the stud from the base.
7.	Remove wall and insulation material with hand tool and place out of traffic area.
8.	Using hand tool, push inward and remove interior wall covering.
9.	Exit area through the opening made.

Ladders
M-31

Clean, inspect, and maintain a ladder. ***(NFPA® 1001, 5.5.1)***

Directions

For this skills evaluation checklist, students will clean, inspect, and maintain a ladder. In this skill sheet, the procedures are the general steps for cleaning; follow departmental procedures and manufacturer's guidelines when cleaning, inspecting, and maintaining ladders. Students should gather and prepare cleaning supplies per manufacturer's recommendations.

Regular and proper cleaning of ladders is more than a matter of appearance. Dirt or debris from a fire may collect and harden, making the ladder sections inoperable. Ladders should be cleaned and inspected after each use. The inspection should cover all parts of the ladder. When a part shows excessive wear, the cause should be determined. Ladders should also be inspected as per departmental policy.

Equipment & Materials

- Ladder(s) to be cleaned and inspected
- Stiff-bristled brush
- Garden hose
- Bucket
- Manufacturer-recommended cleaners and lubricants
- Dry cloths
- Sawhorses
- Ladder log and chalk or grease pen

Skills Evaluation Checklist

Task Steps	
Cleaning	
1.	Place the ladder flat on the sawhorses, lifting and carrying appropriately.
2.	Clean all parts of the ladder with scrub brush and cleaning solution, removing greasy residues with approved cleaners.
3.	Rinse the ladder thoroughly with clean water.
4.	Dry the ladder thoroughly with clean, dry cloths.
Task Steps	
Inspecting	
5.	Inspect each part of the ladder. a. Looseness b. Cracks c. Dents d. Unusual wear

	e. Bent rungs or beams f. Heat damage, deformities or change in sensor label
6.	Circle any defects found with chalk or grease pen.
7.	Inspect the ladder halyard (extension ladders). a. Fraying or kinking b. Snugness of cable when in bedded position
8.	Inspect all movable parts (extension, roof, and pole ladders).
Task Steps	
Maintenance	
9.	Lubricate parts as needed and per manufacturer's guidelines.
10.	Replace halyard if necessary.
11.	Tag and remove from service for any conditions that cannot be corrected with cleaning, inspection, and simple maintenance. Notify officer.
12.	Record cleaning, inspection, and maintenance performed.

M-32

Carry a ladder: One-firefighter low-shoulder method. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students will carry a ladder using the one-firefighter low-shoulder method. Students should carry the ladder at least 20 feet (6 m). When lifting a ladder from the ground, remind students to use the proper technique to avoid back strain or injury.

Equipment & Materials

- One 14-foot (4.3 m) single (wall) ladder or one 24-foot (8 m) extension ladder
- Protective clothing

Skills Evaluation Checklist

Task Steps	
1.	Position yourself at lifting point near the center of the ladder.

2.	Kneel beside the ladder. a. At lifting point b. Facing ladder butt c. On knee closest to ladder
3.	Grasp the ladder rung opposite your knee. a. With hand closest to ladder b. Palm forward
4.	Stand the ladder on edge. a. Pivot on nearer beam, raising farther beam
5.	Squatting, grab a rung at the ladders balance point and with your leg muscles, lift the ladder onto your shoulder with the butt end facing the direction of travel.
6.	The same arm then enters between the rungs and grabs the next forward rung.
7.	As the ladder sits on your shoulder it should be tilted down slightly.
8.	Lower the ladder to the ground. a. Reversing lifting procedure b. Body and toes parallel to ladder

M-33

Carry a ladder: Two-firefighter low-shoulder method. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students will carry a ladder using the two-firefighter low-shoulder method. Students should carry the ladder at least 20 feet (6 m). When lifting a ladder from the ground, remind students to use the proper technique to avoid back strain or injury.

Equipment & Materials

- One 24-foot (8 m) extension or single ladder

Skills Evaluation Checklist

NOTE: Firefighter #1 is located near the butt end of the ladder. Firefighter #2 is located near the tip of the ladder.

Task Steps	
1.	Both Firefighters: Facing the butt, on the same side of the ladder, one at the butt one at the tip.
2.	Both Firefighters: Squat, grab a rung and with their legs muscles lift the ladder onto their shoulders.
3.	The same arm then enters between the rungs and grabs the next forward rung.
4.	The butt firefighter should be inside the first rung spacing to protect the butt while the tip firefighter steers the ladder around obstructions.

M-34

Tie the halyard. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students will tie the halyard.

Equipment & Materials

- Extension ladder

Skills Evaluation Checklist

Task Steps	
1.	Wrap the excess halyard around two convenient rungs.
2.	Pull the halyard taut.
3.	Hold the halyard between the thumb and forefinger with the palm down.
4.	Turn the hand palm up.
5.	Push the halyard underneath and back over the top of the rung.
6.	Grasp the halyard with the thumb and fingers.
7.	Pull it through the loop, making a clove hitch or other approved knot.
8.	Finish the tie by making a half hitch or overhand safety on top of the knot.

M-35

Raise a ladder: One-firefighter method. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students will raise a ladder using the one-firefighter method. This skill sheet covers steps for both the single ladder and the extension ladder. Students should carry the ladder to the desired location for the raise.

Equipment & Materials

- 10-14 foot (3-4 m) roof or single ladder
- Protective clothing

Skills Evaluation Checklist

Task Steps	
Single Ladder	
1.	Visually inspect the work area. a. Terrain for solid, level footing b. Overhead for electrical wires and obstructions
2.	Lower the ladder butt to the ground. a. Butt spurs against building wall
3.	Position yourself to raise the ladder. a. Grasp rung in front of your shoulder with free hand b. Remove other arm from between the rungs c. Step beneath ladder and grasp convenient rung with free hand
4.	Bring the ladder upright until it rests against the building. a. Advance hand-over-hand b. Toward the butt
5.	Carefully move the ladder butt out from the building to the desired climbing angle. a. Push against an upper rung b. Pull a lower rung
6.	Lower the ladder, reversing the raising procedure.

or

Task Steps	
Single Ladder	
1.	Visually inspect the work area. a. Terrain for solid, level footing b. Overhead for electrical wires and obstructions
2.	Lower the ladder butt to the ground. b. Butt spurs against building wall
3.	Kneel or bend at the tip of the ladder and using your legs lift the tip of the ladder off the ground.
4.	Walk the ladder upright until it rests against the building. a. Advance hand-over-hand b. Toward the butt
5.	Carefully move the ladder butt out from the building to the desired climbing angle. a. Push against an upper rung b. Pull a lower rung
6.	Lower the ladder, reversing the raising procedure.

M-36

Raise a ladder: Two-firefighter flat raise. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students will raise a ladder using the two-firefighter flat raise. Students should carry the ladder to the desired location for the raise.

Equipment & Materials

- Extension ladder
- Protective clothing

Skills Evaluation Checklist

NOTE: Firefighter #1 is located near the butt end of the ladder. Firefighter #2 is located near the tip end of the ladder.

Task Steps

1.	Firefighter #1: Place the butt end on the ground.
2.	Firefighter #2: Rest the ladder beam on a shoulder.
3.	Firefighter #1: Heel the ladder by standing on the bottom rung.
4.	Firefighter #1: Crouch down to grasp a convenient rung or the beams with both hands.
5.	Firefighter #1: Lean back.
6.	Firefighter #2: Step beneath the ladder.
7.	Firefighter #2: Grasp a convenient rung with both hands.
8.	Firefighter #2: Check overhead for obstructions, advance hand-over-hand down the rungs toward the butt end until the ladder is in a vertical position.
9.	Firefighter #1: Grasp successively higher rungs or higher on the beams as the ladder comes to a vertical position until standing upright.
10.	Both Firefighters: Face each other.
11.	Both Firefighters: Heel the ladder by placing toes against the beams.
12.	Firefighter #1: Grasp the halyard.
13.	Firefighter #1: Extend the fly section with a hand-over-hand motion until the tip reaches the desired elevation. Engage the ladder locks.
14.	Firefighter #2: Grasp the beams.
15.	Both Firefighters: Lower the ladder gently onto the building. a. Place one foot against a butt spur or on the bottom rung
16.	Both firefighters: Tie the halyard.

M-37

Raise a ladder: Two-firefighter beam raise. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students will raise a ladder using the two-firefighter beam raise. Students should carry the ladder to the desired location for the raise.

Equipment & Materials

- Extension ladder
- Protective clothing

Skills Evaluation Checklist

NOTE: Firefighter #1 is located near the butt end of the ladder. Firefighter #2 is located near the tip end of the ladder.

	Task Steps
1.	Firefighter #1: Place the ladder beam on the ground, with the fly out, check for overhead obstructions.
2.	Firefighter #2: Rest the beam on one shoulder.
3.	Firefighter #1: Place the foot closest to the lower beam on the lower beam at the butt spur.
4.	Firefighter #1: Grasp the upper beam with hands apart and the other foot extended back to act as a counterbalance.
5.	Firefighter #2: Recheck for overhead obstructions and advance hand-over-hand down the beam toward the butt until the ladder is in a vertical position.
6.	Both Firefighters: Pivot the ladder to position the fly away from the building (fly in for wooden ladders) if it is not already in that position. Positioned on each side of the ladder with their foot against the butt to steady it.
7.	Firefighter #2: Grasp the halyard
8.	Firefighter #2: Extend the fly section with a hand-over-hand motion until the tip reaches the desired elevation. Engage the ladder locks.
9.	Both Firefighters: Lower the ladder gently onto the building. a. Place one foot against a butt spur or on the bottom rung and grasp the rung or beams
10.	Both firefighters: Tie the halyard.

M-38

Deploy a roof ladder: One-firefighter method. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students deploy a roof ladder using the one-firefighter method.

Equipment & Materials

- Single or extension ladder
- Roof ladder
- Building
- Life safety harness (optional)

- Protective clothing

Skills Evaluation Checklist

Task Steps	
1.	Set the roof ladder down.
2.	Open the hooks.
3.	Face the hooks outward.
4.	Tilt the roof ladder up so that it rests against the other ladder.
5.	Climb the main ladder until your shoulder is about two rungs above the midpoint of the roof ladder.
6.	Reach through the rungs of the roof ladder.
7.	Hoist the ladder onto the shoulder.
8.	Climb to the top of the ladder.
9.	Lock into the ladder using a leg lock or life safety harness.
10.	Take the roof ladder off the shoulder.
11.	Use a hand-over-hand method to push the roof ladder onto the roof.
12.	Push the roof ladder up the roof until the hooks go over the edge of the peak and catch solidly.

M-39

Rolling a Ladder: One Firefighter Method (*NFPA® 1001, 5.3.6)*

Pivot a ladder: Two-firefighter method. *(NFPA® 1001, 5.3.6)*

Directions

For this skills evaluation checklist, students will pivot a ladder using the two-firefighter method.

Equipment & Materials

- Ladder
- Protective clothing

Skills Evaluation Checklist

Task Steps – Rolling a Ladder	
1.	Take a well balanced position in front of a ladder, with your back leaning slightly into the ladder.
2.	Perform a push pull motion with your arms to roll the ladder into place.
3.	If your moving the ladder to the left the right arm pulls the right beam forward and the left arm pushes the left beam back. The motion is opposite when moving the ladder to the right.
4.	Keep your feet and legs away from the rotating ladder.
5.	In the event you lose control push both beams toward the building to regain control.

Task Steps – Pivot a Ladder	
1.	Both Firefighters: Face each other through the ladder.
2.	Both Firefighters: Grasp the ladder with both hands.
3.	Appropriate Firefighter: Place a foot against the side of the beam on which the ladder will pivot.
4.	Both Firefighters: Tilt the ladder onto the pivot beam.
5.	Both Firefighters: Pivot the ladder 90 degrees. Simultaneously adjust positions as necessary. a. Repeat the process until the ladder is turned a full 180 degrees and the fly is in the proper position

M-40

Shift a ladder: Two-firefighter method. ***(NFPA® 1001, 5.3.6)***

Shift a ladder: One-firefighter method. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students will shift a ladder using the one and two-firefighter method.

Equipment & Materials

- Ladder
- Protective clothing

Skills Evaluation Checklist

Task Steps	
1.	Both Firefighters: Position on opposite sides of the ladder. a. If the ladder is not vertical, it is brought to vertical; if extended, it is fully retracted
2.	Both Firefighters: Position hands. a. One hand grasps as low a rung as convenient, palm upward b. Other hand grasps a rung as high as convenient, palm downward c. Side grasped low by one firefighter is grasped high by the other
3.	Both Firefighters: Lift the ladder just clear of the ground.
4.	Both Firefighters: Watch the tip while shifting the ladder to the new position.
5.	Both Firefighters: Re-extend the ladder (if necessary).
6.	Both Firefighters: Lower the ladder gently into position.

OR

Skills Evaluation Checklist

Task Steps	
1.	Face the ladder.
2.	Heel the ladder.
3.	Grasp the beams.
4.	Bring the ladder outward to vertical.
5.	Shift grip on the ladder, one hand at a time, so that one hand grasps as low a rung as convenient, palm upward.
6.	Grasp a rung as high as convenient with the other hand, palm downward.
7.	Turn slightly in the direction of travel.
8.	Visually check the terrain and the area overhead.
9.	Lift the ladder and proceed forward a short distance.
10.	Watch the tip as it is being moved.

11.	Set the ladder down at the new position.
12.	Switch grip back to the beams.
13.	Heel the ladder.
14.	Lower the ladder into position.

M-41

Leg lock on a ground ladder (*NFPA® 1001, 5.3.6)*

Directions

For this skills evaluation checklist, students will demonstrate the leg lock on a ground ladder.

****If it is not possible for a candidate to complete a leg lock, then a class 1 harness may be used to secure the candidate. This can only be used when a candidate is physically unable to do the leg lock. ****

Equipment & Materials

- Ground ladder
- Protective clothing

Skills Evaluation Checklist

Task Steps	
1.	Climb to the desired height.
2.	Advance one rung higher.
3.	Slide the leg on the opposite side from the working side over and behind the rung to be locked in to.
4.	Hook foot either on the rung or on the beam.
5.	Rest on thigh.
6.	Step down with the opposite leg.
7.	If candidate is unable to complete steps 2 thru 6 then he/she can secure themselves to the ladder by clipping the D –Ring on a class 1 harness to the desired rung.

M-42

Assist a conscious victim down a ground ladder (*NFPA® 1001, 5.3.9)*

Directions

For this skills evaluation checklist, students will assist a conscious victim down a ground ladder. This skill requires four firefighters to work together and coordinate efforts. Two firefighters will be in the building, one firefighter is the rescuer, and one firefighter will heel the ladder. You should inform each student which position to take.

Equipment & Materials

- Extension ladder of appropriate length to reach rescue window
- Protective clothing

Skills Evaluation Checklist

	Task Steps
1.	Position the ladder. a. Tip at the sill of the rescue window b. Correct climbing angle
2.	Secure the ladder. a. With rope hose tool b. Top and bottom if possible
3.	Heeler: Heel the ladder.
4.	Rescuer: Climb the ladder. a. Until in a position below window for receiving victim b. Both feet on one rung
5.	Firefighters in building: Lower the victim from the window to the rescuer on the ladder. a. Feet first b. Facing building
6.	Rescuer: Position the victim for carrying. a. Forearms under victim's armpits b. Hands on ladder rungs in front of victim
7.	Descend the ladder.

	a. One rung at a time b. Supporting and reassuring victim

M-43

Select, carry, and raise a ladder properly for various types of activities. ***(NFPA® 1001, 5.3.6)***

Directions

For this skills evaluation checklist, students will be given several different tasks to perform. Without assistance, two firefighters will select the proper ladder for a given task from a group of different ladders. They will carry and raise the ladder so that it may be used for the task that they have been given. This skill should be repeated to demonstrate all tasks.

You should select one of the tasks and explain to the firefighters which task has been selected.

- Ventilate a second floor window from a ladder
- Perform a window rescue from a second floor window
- Access the roof of a building (1-story residential)
- Access the roof of a building (2-story commercial)
- Work from the ladder with a charged hoseline

Equipment & Materials

- 24 foot (7 m) extension ladder
- 28-35 foot (8.5-10.5 m) extension ladder
- Several different lengths of roof ladders or single ladders (12-16 foot [4-5 m])
- Folding ladder
- Ladder staging area or apparatus
- Protective clothing and SCBA

Skills Evaluation Checklist

Task Steps	
1.	Select ladder that can perform task safely and effectively.
2.	Carry and place ladder according to appropriate skill sheet.

Task Steps	
3.	Assess the building condition to ensure it is stable enough to support the necessary operations and any obvious hazards associated with the task assigned.
4.	Raise ladder according to appropriate skill sheet. a. Correct climbing angle set b. Ladder heeled prior to climbing
5.	Place ladder for ventilating a second floor window. a. Alongside window b. Windward side (upwind) c. Tip even with top of window d. Leg lock or Class I harness used e. Carry tool safely and maintain three points of contact at all times
6.	Place ladder for a rescue from a second floor window (narrow type window). a. Tip slightly below sill and centered
7.	Place ladder for access to the roof of a building (one-story residential). a. Several feet above edge of roof (approximately five rungs) b. Assess roof condition prior to stepping onto roof (sound roof)
8.	Place ladder for access to the roof of a building (two-story commercial). a. Several feet above edge of roof (approximately five rungs) b. Assess roof condition prior to stepping onto roof
9.	Place ladder so that a fire stream may be directed into a second floor window. a. Directly in front of window b. Tip on wall above window (if safe) or just below sill c. Leg lock or Class I harness used d. Charged line secured to ladder prior to flowing water
10.	Lower and return to ladder staging area.
11.	Maintain communication throughout evolution. a. Loud and clear

Ventilation
M-44

Ventilate a pitched roof *(NFPA® 1001, 5.3.12)*

Ventilate a flat roof *(NFPA® 1001, 5.3.12)*

Ventilate a basement *(NFPA® 1001, 5.3.12)*

Directions

For this skills evaluation checklist, students will ventilate a pitched roof a flat roof and a basement. The procedures for opening pitched roofs are similar to those for opening flat roofs, but additional precautions must be taken to prevent slipping.

**It is also acceptable for students to use the Pullback Method, Dicing, Teepee Cut, Louvering and/or Coffin Cut when performing vertical ventilation skills. These can be found in the Fire Engineering Skill Drills Book and DVD. **

**** If the training area does not have a basement to perform ventilation on, then this portion can be accomplished by having the students assemble the necessary tools and equipment and use the second floor portion of a training center as the first floor and the first floor can be a simulated basement****

Equipment & Materials

- Full protective clothing including SCBA
- Pitched training roof
- Extension ladder
- Basement
- Pike pole
- Pick-head axe or power saw
- Flat training roof or surface
- Fan

Skills Evaluation Checklist

Task Steps – Pitched Roof	
1.	Confirm order with officer to ventilate pitched roof.
2.	Size up scene for any hazards.

Task Steps – Pitched Roof	
3.	Select location for ventilation. a. Position upwind of planned ventilation opening b. Sound for roof integrity c. Place ventilation opening in safe working area as close to fire as feasible and high on the roof d. Avoid placing opening near roof mounted equipment e. Assemble and transport all necessary tools and equipment for the task assigned.
4.	Outline ventilation opening with pick on axe or other similar tool. a. Must be at least 4' x 4' (1.2 m by 1.2 m) opening b. Remove gravel, tiles, or other materials that may limit ability to cut opening
5.	Cut roof deck across the rafters on the high side of the roof parallel to the ridge. a. Cut is at least 4' (1.2 m) long or three rafters wide – inside 1st rafter, over 2nd rafter and inside 3rd rafter. b. Cut is completely through decking material but not through structural framing c. Maintain situational awareness
6.	Cut roof deck on furthest side of ventilation opening perpendicular to the cut made in Step 5. a. Begin cut at top of roof and work downward b. Cut is at least 4' (1.2 m) long inside rafter #1 c. Cut is completely through decking material d. Maintain situational awareness
7.	Cut roof deck on opposite side of cut made in Step 6. a. Begin cut at top of roof and work downward b. Cut is at least 4' (1.2 m) long inside rafter #3 c. Cut is completely through decking material d. Maintain situational awareness
8.	Complete the ventilation opening by cutting between the bottom of the two parallel cuts made in Steps 6 and 7. a. Cut is completely through decking material b. Maintain situational awareness

Task Steps – Pitched Roof	
9.	Remove decking from the ventilation opening with axe or pike pole. a. Keep decking out of ventilation opening b. Size up fire conditions in the roof space
10.	Plunge down through the ceiling using pike pole working from upwind side of ventilation opening.
11.	Report to officer completion of assigned task.
12.	Clean all equipment per manufacturer's instructions and place back in service

Task Steps – Flat Roof	
1.	Confirm order with officer to ventilate flat roof.
2.	Size up scene for any hazards.
3.	Select location for ventilation. a. Position upwind of planned ventilation opening. b. Sound for roof integrity. c. Observe fire and smoke conditions coming from roof. d. Place ventilation opening in safe working area as close to fire as feasible and away from roof mounted equipment. e. Assemble and transport all tools and equipment necessary.
4.	Outline ventilation opening with pick on axe or other similar tool. a. Must be at least 4' x 4' (1.2 m by 1.2 m) opening b. Remove gravel or other materials from outlines that may limit ability to cut opening.
5.	Cut three-sided (triangular) inspection opening in roof to determine fire conditions. a. Each side of cut 12" (300 mm) long b. First cut parallel to farthest support c. Cut through decking only. d. All cuts intersect to form a triangle.

Task Steps – Flat Roof	
6.	Cut roof deck parallel to a roof truss or support on side furthest away from ladder or escape route. This is cut #1. a. Downwind from position b. Cut is at least 4' (1.2 m) long. c. Inspection opening cut in Step 5 incorporated into this cut d. Cut is completely through decking material. e. Size up fire conditions inside roof from discharge through cut. f. Maintain situational awareness.
7.	Cut roof deck on one side of opening perpendicular to the first cut – cut must intersect first cut in Step 6. This is cut #2. a. Begin cut away from escape route. b. Cut is at least 4' (1.2 m) long or three rafters wide – inside 1st rafter, over 2nd rafter and inside 3rd rafter. c. Cut is completely through decking material. d. Maintain situational awareness.
8.	Cut roof deck on opposite side of cut made in Step 7 – cut must intersect cut made in Step 6. This is cut #3. a. Begin cut away from escape route. b. Cut is at least 4' (1.2 m) long. c. Cut is completely through decking material. d. Maintain situational awareness.
9.	Complete the ventilation hole by cutting between cut #2 and cut #3. a. Cut is completely through decking material. b. Maintain situational awareness.
10.	Remove decking from the ventilation opening with axe, pike pole, or other sounding tool. a. Keep decking out of ventilation opening. b. Size up fire conditions in the roof space.
11.	Plunge through interior ceiling using pike pole working from upwind side of ventilation hole.
12.	Report to officer completion of assigned task.
13.	Clean all equipment per manufacturer's instructions and place back in service

Task Steps - Basement	
1.	Confirm order with officer to ventilate the basement.
2.	Size up scene for any hazards.
3.	Set fan at top of stairway.
4.	Ensure an exit opening is made. a. Open a window b. Open an exterior door if possible.
5.	Monitor smoke removal.
6.	If the basement has no exit doors or windows. Cut a hole in the floor.
7.	Select location near an exterior window. Begin by removing all carpet and flooring material. Then make first cut a. Cut is at least 4' (1.2 m) long or three floor joists wide. b. Cut is completely through flooring material. c. Maintain situational awareness.
8.	Cut floor on the inside of the 3rd joist. This is cut #2. a. Cut is at least 4' (1.2 m) long. b. Cut is completely through decking material. c. Maintain situational awareness.
9.	Cut floor on opposite side of cut made in Step 7 – cut must intersect cut made in Step 8. This is cut #3. a. Cut is at least 4' (1.2 m) long. b. Cut is completely through decking material. c. Maintain situational awareness.
10.	Complete the ventilation hole by cutting opposite side of cut #2 a. Cut is completely through decking material. b. Maintain situational awareness.
11.	Remove flooring from the ventilation opening with haligan bar or other prying tool. a. Keep decking out of ventilation opening. b. Size up fire conditions in the roof space.
12.	Plunge through interior ceiling using pike pole.
13.	Report to officer completion of assigned task.

Task Steps - Basement	
14.	Clean all equipment per manufacturer's instructions and place back in service

M-45

Ventilate a structure using horizontal hydraulic ventilation. ***(NFPA® 1001, 5.3.11)***

Ventilate a structure using mechanical positive-pressure ventilation. ***(NFPA® 1001, 5.3.11)***

Directions

For this skills evaluation checklist, students will demonstrate hydraulic ventilation. This skill requires a fire fighting team in full protective clothing and SCBA working together. You should inform team members of their positions. You may have each team member rotate hose positions until each team member has operated the hose nozzle to perform hydraulic ventilation.

Provide students with the following information:

- You are inside a room within a structure where you have extinguished a fire involving room and contents only.
- The ventilation crew has been unsuccessful.
- We need to ventilate this room with our hoseline.
- Find a window or door and open it.

Equipment & Materials

- Full protective clothing including SCBA
- Charged hoseline with fog nozzle
- Smoke-filled training structure

Skills Evaluation Checklist

Task Steps – Hydraulic Ventilation	
1.	Confirm order with officer to perform horizontal hydraulic ventilation.
2.	Assemble and transport all necessary equipment.
3.	Extend nozzle outside of opening and open nozzle. Set the fog nozzle pattern wide enough to cover 85 to 90 percent of window or door opening. Bring nozzle

	approximately 2 feet (0.6 m) inside building.
4.	Monitor progress of ventilation.

Directions

For this skills evaluation checklist, students will demonstrate mechanical positive-pressure ventilation. This skill requires two to three firefighters in full protective clothing and SCBA working together. Other factors such as search and rescue, fire control procedures, etc., will dictate when and how PPV should be applied. Remind students to always follow manufacturer's instructions for any equipment used.

You should direct firefighters to perform positive pressure ventilation on a structure. Provide the following information to students:

- Point of entry to use
- Location/seat of the fire
- Possible exit openings to use
- No other operations are going on inside the structure
- Forcible entry has occurred

Equipment & Materials

- Full protective clothing including SCBA
- One or two PPV fans
- Forcible entry tools as applicable
- Smoke-filled training structure
- Charged hoseline

Skills Evaluation Checklist

Task Steps PPV	
1.	Confirm order with officer to ventilate structure.
2.	Place fan near entrance opening so that it will create a positive pressure within the structure.
3.	Start fan(s) and temporarily direct away from opening.
4.	Create exit opening approximately equal to or smaller than the "point of entry."
5.	Direct fan into point of entry so that cone of air covers opening.
6.	Determine if smoke is moving away from point of entry and toward exit. If not, discontinue use of fan and revaluate location of point of entry and exit and any

	obstructions of the flow of air.
7.	Clear smoke out of building.
8.	Clean all equipment per manufacturer's instructions and place back in service

Water Supplies

***Note* Students must complete training for both hydrant operations (skill sheets M-46a and M-46b) and static water source operations (skill sheet M-47a and M-47a. However, students are only required to complete one of the methods for certification evaluations depending upon AHJ capabilities and protocols.**

M-46a

Operate a hydrant. ***(NFPA® 1001, 5.3.15)***

Directions

For this skills evaluation checklist, students will operate a hydrant. When operating a hydrant, remind students to follow the basic safety precautions given below.

- Tighten caps on outlets not used.
- Do not stand in front of closed caps.
- Do not lean over top of operating hydrant.
- Close hydrant slowly.
- Check downstream drainage.
- Do not flow without adequate drainage.
- Do not flow across a busy street.
- Do not flow onto street in freezing weather.
- Control pedestrian and vehicle traffic as necessary.

Equipment & Materials

- Spanner or hydrant wrench
- Fire hydrant
- Supply Hose

Skills Evaluation Checklist

Task Steps

1.	As a safety precaution, tighten hydrant outlet caps that will not be used. a. Turn caps clockwise b. Use spanner or hydrant wrench
2.	Inspect the hydrant for any obvious signs of damage such as missing caps, broken or damaged spindles. Determine if hydrant is operable. If it is proceed to step 2, if not then locate an operable hydrant.
3.	Turn outlet nut counterclockwise and remove the cap from one outlet. a. Stand clear of closed caps b. Inspect threads c. Check for debris and remove if necessary
4.	Open the hydrant. a. Use spanner or hydrant wrench to slowly turn hydrant nut counterclockwise b. Continue until fully open c. Stand clear of closed caps d. Do not lean over top of hydrant
5.	Close the hydrant. a. Use spanner or hydrant wrench to slowly turn hydrant nut clockwise b. Continue until fully closed c. Stand clear of closed caps
6.	Replace cap on outlet. a. Turn outlet nut clockwise until firmly closed b. Stand clear of closed caps

M-46b

Make soft-sleeve hydrant connections. ***(NFPA® 1001, 5.3.15)***

Connect to a hydrant using a forward lay. ***(NFPA® 1001, 5.5.2)***

Hand Lay a Supply Hose ***(NFPA® 1001, 5.3.15)***

Connect to a hydrant using a reverse lay. ***(NFPA® 1001, 5.5.2)***

Directions

For this skills evaluation checklist, students will make soft-sleeve hydrant connections and complete a forward lay. When performing this skill, firefighters generally work with a driver/operator.

Equipment & Materials

- Soft-sleeve hose
- Spanner or hydrant wrench
- 4½-inch (114 mm) to 2½-inch (64 mm) reducer coupling (if hydrant has only 2½-inch (64 mm) outlets)
- Rubber mallet
- Protective clothing

Skill Evaluation Checklist

Task Steps	
Soft-sleeve Connection (Hydrant Firefighter)	
1.	Confirm order with officer to make hydrant connection.
2.	Remove necessary equipment from the pumper. a. Hydrant or spanner wrench b. Reducer (if necessary) c. Rubber mallet, if needed d. Check for traffic
3.	Remove the hydrant cap by turning it counterclockwise and using a hydrant wrench if the cap is tight.
4.	Inspect the hydrant for exterior damage and check for debris or damage in inside outlet.
5.	Place the hydrant wrench on hydrant nut.
6.	Wrap the hydrant; open the hydrant to ensure it is functional (flush the hydrant)
7.	Instructor the driver to proceed and make the necessary hydrant connections.
8.	After 100’ of hose is deployed make the necessary hydrant connections.
9.	Connect the intake hose to the pump intake placing two full twists in the hose to prevent kinking, turning clockwise and making hand tight.
10.	Confirm order to charge the hydrant then open the hydrant slowly until hose is full.
11.	Tighten any leaking connections using rubber mallet or spanner wrench.

Task Steps _ Reverse Lay	
1.	Firefighter #1: Pull sufficient hose to reach the intake valve on the attack pumper.
2.	Firefighter #1: Anchor the hose.
3.	Firefighter #1: After the pumper stops at the water source make the intake hose connection.
4.	Firefighter #2: After the pumper stops at the water source pull the remaining length of the last section of hose from the hose bed. If the hydrant is less than 100' hand lay the supply hose.
5.	Firefighter #2: Disconnect the couplings, make the hydrant connection and return the male coupling to the hose bed.

Directions

For this skills evaluation checklist, students will hand lay a supply hose. When performing this skill, firefighters generally work with a driver/operator.

Equipment & Materials

- Supply hose
- Spanner or hydrant wrench
- Necessary adapters to complete the connection
- Rubber mallet
- Protective clothing

Skill Evaluation Checklist

Task Steps	
Soft-sleeve Connection (Hand Lay Firefighter)	
1.	Confirm order with officer to make hydrant connection.
2.	Remove necessary equipment from the pumper. a. Hydrant or spanner wrench b. Reducer (if necessary) c. Rubber mallet, if needed
3.	Remove the hydrant cap by turning it counterclockwise and using a spanner wrench if the cap is tight.
4.	Inspect the hydrant for exterior damage and check for debris or damage in

	inside outlet.
5.	Place the hydrant wrench on hydrant nut with handle pointing away from outlet.
6.	Ensure the supply hose has all necessary adapters to make the connection attached.
7.	Remove the intake hose from the pumper.
8.	Connect the intake hose to the pump intake, turning clockwise and making hand tight.
9.	Stretch the intake hose to the hydrant, placing two full twists in the hose to prevent kinking.
10.	Make the hydrant connection to steamer outlet or outlet with adapter, turning clockwise and making hand tight.
11.	Open the hydrant slowly until hose is full.
12.	Tighten any leaking connections using rubber mallet or spanner wrench.

M-47a

Deploy a portable water tank. ***(NFPA® 1001, 5.3.15)***

Directions

For this skills evaluation checklist, students will deploy a portable water tank. This skill sheet is written for a jet siphon. A plain siphon, commercial tank-connecting device, permanent tank gravity drain, drain tunnel connector or low level strainer may also be used. Remind students to always follow the manufacturer's instructions for the specific equipment they are using. Students will work with another student to perform this skill. After actual use, the tarps, tanks, and siphons will be wet and dirty. They must be cleaned and dried before storage.

Equipment & Materials

- Apparatus-mounted portable reservoirs
- Reservoir manufacturer's setup instructions
- Protective clothing
- Siphon and appropriate siphon hose/tubing or other means of transferring water from one tank to another
- Two heavy tarps

Skills Evaluation Checklist

Task Steps	
1.	Remove the tarps from the apparatus.
2.	Carry the tarps to the planned location for the water reservoirs. a. Location provides easy access from multiple directions b. Location allows other apparatus access to the fire scene
3.	Open the tarps and spread them flat on the ground (if possible).
4.	Remove the portable tank, jet siphon or low level strainer, and manufacturer's setup instructions from the apparatus. a. Use proper lifting techniques b. Carry to the setup location
5.	Set up two portable tanks (if two are available). a. Follow the manufacturer's instructions b. Place outlet on the downhill side (if necessary)
6.	Connect the intake and discharge hoses to the jet siphon or low level strainer per manufacturer's instructions.
7.	Position the jet siphon properly to draw and discharge water, per manufacturer's instructions (if necessary).
8.	Dismantle the portable tanks. a. Follow manufacturer's instructions
9.	Shake and fold the tarps.
10.	Return equipment to the proper storage locations on the apparatus.

M-47b

Connect and place a hard-suction hose for drafting from a static water source. ***(NFPA® 1001, 5.3.15)***

Directions

For this skills evaluation checklist, students will connect and place a hard-suction hose for drafting from a static water source. Firefighters generally perform this skill with a driver/operator.

Equipment & Materials

- Floating or conventional barrel-type hose strainer
- Two 10-foot (3 m) sections of hard-suction hose
- Spare hard-suction hose coupling gasket(s)
- Rubber mallet
- Utility rope
- Protective clothing

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to connect hose for drafting.
2.	Check the hard-suction couplings. a. Remove any dirt or debris b. Replace worn or frayed coupling gaskets
3.	Connect the sections of hard-suction hose. a. Align sections b. Hand tighten in clockwise direction c. Use rubber mallet if necessary to make airtight connection d. Keep off of ground
4.	Connect the strainer to one end of the hard-suction hose (low-level strainer is preferred). a. Hand tighten in clockwise direction b. Using rubber mallet if necessary to make airtight connection c. (Barrel strainer) Fasten rope to strainer
5.	Put the strainer into the water; if a barrel strainer, use the rope to maneuver the hose and to keep the strainer off the bottom.
6.	Prepare pump intake for coupling by removing pump intake cap and keystone intake valve from intake, if applicable.
7.	Connect the hard-suction hose to the pumper pump intake, aligning the sections and hand tightening in a clockwise direction.
8.	Tie up strainer rope (if used) to pumper or stationary object.
9.	Dismantle drafting equipment and return to proper storage on pumper per departmental SOPs.

Hose
M-48

Inspect, clean and maintain hose. ***(NFPA® 1001, 5.5.2)***

Directions

For this skills evaluation checklist, students will inspect and maintain hose. Remind students that they should always follow any manufacturer recommendations.

Equipment & Materials

- Protective clothing
- Stiff-bristled scrub brushes
- Broom
- Warm water and mild soap or detergent solution
- Used hose to be cleaned
-

Skills Evaluation Checklist

Task Steps	
Hand Cleaning	
1.	Clean the coupling swivels of dirt and other foreign matter by submerging in warm, soapy water and working forward and backward.
2.	Clean the male threads if clogged with tar, asphalt, or other foreign material with stiff-bristled scrub brush or wire brush.
3.	Inspect hose couplings.
4.	Brush the length of the hose of accumulated dust and dirt one area at a time with a broom.
5.	Wash areas of hose that contain dirt not removed by brushing with hose and clear water.
6.	Scrub areas of hose that have been exposed to oil or grease with scrub brush and mild soap or detergent until all oil or grease is removed.
7.	Rinse the hose thoroughly with clear water.
8.	Inspect the hose for any remaining grease or oil stains or for frayed, snagged, or worn areas.
9.	Dry the hose out of the sun.
10.	Roll and store the hose after it has dried per departmental SOP.

Task Steps	
Inspect Hose and Couplings	
1.	Inspect the male, female and Stortz couplings. a. Ensure they swivel freely (if applicable) b. Check gaskets and replace as necessary c. Record and report finding per department policy
2.	Inspect hose. a. Check for frays, burns, chemical exposure, holes etc… b. Mark all defective hose per department policy and remove from service c. Record and report findings per department policy

M-49

Make a straight hose roll. ***(NFPA® 1001, 5.5.2)***

Directions

For this skills evaluation checklist, students will make a straight hose roll.

Equipment & Materials

- Hose to be rolled

Skills Evaluation Checklist

Task Steps	
1.	Lay out the hose straight and flat on a clean surface.
2.	Roll the male coupling over onto the hose to start the roll. Form a coil that is open enough to allow the fingers to be inserted.
3.	Continue rolling the coupling over onto the hose, forming an even roll. Keep the edges of the roll aligned on the remaining hose to make a uniform roll as the roll increases in size.
4.	Lay the completed roll on the ground.
5.	Tamp any protruding coils down into the roll with a foot.

M-50

Couple a hose. ***(NFPA® 1001, 5.3.10)***

Uncouple a hose. ***(NFPA® 1001, 5.3.10)***

Directions

For this skills evaluation checklist, students will couple and uncouple a hose. In the two-firefighter method students will work with another student to complete the skill. Inform each student of their position.

Equipment & Materials

- Hose

Skills Evaluation Checklist

Task Steps	
Foot-Tilt Method	
1.	Stand facing the two couplings so that one foot is near the male end.
2.	Place a foot on the hose directly behind the male coupling.
3.	Apply pressure to tilt it upward.
4.	Grasp the female end by placing one hand behind the coupling and the other hand on the coupling swivel.
5.	Bring the two couplings together, and turn the swivel clockwise with thumb to make the connection.

Couple a Hose Task Steps	
Two-Firefighter Method	
1.	Firefighter #1: Grasp the male coupling with both hands.
2.	Firefighter #1: Bend the hose directly behind the coupling.
3.	Firefighter #1: Hold the coupling and hose tightly against the upper thigh or midsection with the male threads pointed outward.
4.	Firefighter #2: Grasp the female coupling with both hands.

5.	Firefighter #2: Bring the two couplings together, and align their positions.
6.	Firefighter #2: Turn the female coupling counterclockwise until a click is heard. This indicates that the threads are aligned.
7.	Firefighter #2: Turn the female swivel clockwise to complete the connection.

Skills Evaluation Checklist

Task Steps	
Knee-Press Method	
1.	Grasp the hose behind the female coupling.
2.	Stand the male coupling on end.
3.	Set feet well apart for balance.
4.	Place one knee upon the hose and shank of the female coupling.
5.	Snap the swivel quickly in a counterclockwise direction as body weight is applied to loosen the connection.

Uncouple a Hose Task Steps	
Two-Firefighter Method	
1.	Both Firefighters: Take a firm two-handed grip on respective coupling and press the coupling toward the other firefighter, thereby compressing the gasket in the coupling.
2.	Both Firefighters: Keep arms stiff, and use the weight of both bodies to turn each hose coupling counterclockwise, thus loosening the connection.

M-51

Make the flat hose load (supply line). ***(NFPA® 1001, 5.5.2)***

Directions

For this skills evaluation checklist, students will make the flat hose load.

Equipment & Materials

- Hose to be loaded
- Hose bed

Skills Evaluation Checklist

Task Steps (Supply Line)	
1.	Inspect the hose and hose couplings for damage.
2.	Place first coupling at a front corner of the hose bed.
3.	Lay the hose flat in the hose bed in a front-to-back fashion.
4.	Fold the hose back on itself (make a loop) and lay the hose in the opposite direction. Repeat until hose covers the bottom of the hose bed.
5.	Start second layer repeating Steps 3 and 4. Repeat until all hose is loaded.
6.	Finish hose load as required by local protocol.

M-52

Make the preconnected flat hose load. ***(NFPA® 1001, 5.5.2)***

Directions

For this skills evaluation checklist, students will make the preconnected flat hose load.

Equipment & Materials

- Hose to be loaded
- Hose bed
- Nozzle

Skills Evaluation Checklist

Task Steps	
1.	Attach the female coupling to the discharge outlet.
2.	Lay the first length of hose flat in the bed against the side wall.
3.	Angle the hose to lay the next fold adjacent to the first fold and continue building the first tier.
4.	Make a fold that extends approximately 8 inches (200 mm) beyond the load at a point that is approximately one-third the total length of the load. This loop will later serve as a pull handle.
5.	Continue laying the hose in the same manner, building each tier with folds laid progressively across the bed.
6.	Make a fold that extends approximately 14 inches (350 mm) beyond the load at a point that is approximately two-thirds the total length of the load. This loop will also serve as a pull handle.
7.	Complete the load.
8.	Attach the nozzle and lay it on top of the load.

M-53

Advance the preconnected flat hose load. ***(NFPA® 1001, 5.3.10)***

Advance a line into a structure. ***(NFPA® 1001, 5.3.10)***

Directions

For this skills evaluation checklist, students will advance the preconnected flat hose load and advance a line into a structure.

Equipment & Materials

- Preconnected flat hose load
- Protective clothing and SCBA

Skills Evaluation Checklist

Task Steps	
1.	Put one arm through the longer loop.

2.	Grasp the shorter pull loop with the same hand.
3.	Grasp the nozzle with the opposite hand.
4.	Pull the load from the bed using the pull loops.
5.	Walk toward the fire, drop the first loop when it is taunt.
6.	Proceed until the hose is fully extended.
7.	Conduct visual size up of scene to identify hazards.
8.	Start airflow in SCBA before approaching structure entrance or entering smoke environment.
9.	Advance the hose to building entrance but do not enter the building. Size up environment to identify hazards. Approach door from side opposite hinges.
10.	Direct driver/operator to charge hoseline.
11.	Set the desired nozzle pattern and bleed air from hoseline.
12.	Confirm readiness to enter structure with officer.
13.	Enter the structure while staying low and maintaining spacing.
14.	Maintain situational awareness of the environment and fire conditions.

M-54

Advance a line up and down an interior and exterior stairway. ***(NFPA® 1001, 5.3.10)***

Directions

For this skills evaluation checklist, students will advance a line up and down an interior stairway. Students must work with other students and a driver/operator to complete this skill. Inform each student of their position.

****Use of a training prop such as the FF Safety and Survival prop is not suitable for this skill. This skill must be accomplished at a facility with a stairway that is suitable to advance charged and uncharged lines. ****

Equipment & Materials

- Full protective clothing including SCBA
- 1½-inch (38 mm) or larger hoseline
- Structure with interior stairs

Skills Evaluation Checklist

Task Steps	
Up Stairs (Uncharged Hoseline)	
1.	Confirm order with officer to advance a line.
2.	Position for shouldering the hoseline by facing the nozzle with about 15 feet (5 m) to 20 feet (6 m) of hose between each firefighter.
3.	Place hose bundles on same shoulders per appropriate shoulder carry
4.	Position stationary firefighters along the route and on the stairs at critical points (obstructions and corners) to help feed the hose and to keep the hose on the outside of the staircase.
5.	Advance the hoseline up a flight of stairs against outside wall or rail avoiding sharp bends and kinks and maintaining spacing between firefighters.
6.	Flake excess hose up the stairway leading to floor above fire to make fire floor advance easier and quicker.
7.	Lay the hose down the stairway along outside wall to fire floor.
8.	Last firefighter: After hose supply is depleted, advance and assist nozzle operator in removing kinks pushing hose to outside wall of stairway as necessary.

Task Steps	
Down Stairs (Uncharged Hoseline)	
1.	Confirm with officer order to advance a line.
2.	Position for shouldering the hoseline by facing the nozzle with about 25 feet (7.5 m) to 30 feet (9 m) of hose between each firefighter.
3.	Place hose bundles on same shoulders per appropriate shoulder carry.
4.	Position stationary firefighters along the route and at top of the stairs at critical points (obstructions and corners) to help feed the hose and to keep the hose on outside of the staircase.
5.	Advance the hoseline down a flight of stairs against outside wall or rail, avoiding sharp bends and kinks and maintaining spacing between firefighters.
6.	Last firefighter: After hose supply is depleted, advance and assist nozzle operator in removing kinks pushing push hose to outside wall of stairway as

	necessary.

Task Steps	
Up Stairs (Charged Hoseline)	
1.	Confirm with officer order to advance line.
2.	Advance the line.
3.	Position stationary firefighters along the route and at top of the stairs at critical points (obstructions and corners) to help feed the hose and to keep the hose on outside of the staircase.
4.	Advance up the stairs against outside wall or rail, avoiding sharp bends and kinks, maintaining spacing between firefighters, and using working drag to one floor above fire floor.
5.	Make a large loop on floor above fire floor to provide excess line for fire floor advancement.
6.	Advance the hose down the stairway to the fire floor, using working drag.
7.	Last firefighter: After hose supply is depleted, advance and assist nozzle operator in removing kinks pushing hose to outside wall of stairway as necessary.

Task Steps	
Down Stairs (Charged Hoseline)	
1.	Confirm with officer order to advance line.
2.	Use the working drag to advance the line.
3.	Position stationary firefighters along the route and at top of the stairs at critical points (obstructions and corners) to help feed the hose and to keep the hose on outside of the staircase.
4.	Advance down the stairs against outside wall or rail, avoiding sharp bends and kinks, maintaining spacing between firefighters, using working drag to one floor above fire floor.
5.	Second firefighter: After all hose is advanced, advance and assist nozzle operator to push hose to outside wall of stairway.

M-55

Extend a hoseline. ***(NFPA® 1001, 5.3.10)***

Directions

For this skills evaluation checklist, students will extend a hoseline. Students should place a charged hand line 150-200 feet (46-61 m) on the ground. Have firefighters advance the line until it is completely stretched to its limits.

Equipment & Materials

- Full protective clothing including SCBA
- Charged hand line (1½- to 3-inch [38 to 77 mm]) with nozzle
- Hose clamp

Skills Evaluation Checklist

Task Steps	
1.	Bring additional sections of hose as needed to the nozzle end of the hoseline.
2.	Open the nozzle slightly.
3.	Apply a hose clamp approximately 5 feet (1.5 m) behind the nozzle OR call for hoseline to be shut down at the pump panel.
4.	Remove the nozzle.
5.	Add the new section(s) of hose.
6.	Reattach the nozzle.
7.	Recharge the hoseline by slowly releasing the hose clamp or calling for the line to be charged.
8.	Check nozzle pattern and bleed air from hoseline.

M-56

Replace a burst hoseline. ***(NFPA® 1001, 5.3.10)***

Directions

For this skills evaluation checklist, students will replace a burst hoseline.

Equipment & Materials

- Full protective clothing including SCBA
- Hoseline
- Replacement hose
- Hose clamp

Skills Evaluation Checklist

Task Steps	
1.	Call for hoseline to be shut down or use hose clamp to stop flow.
2.	Retrieve two sections of replacement hose.
3.	Remove burst section of hose.
4.	Couple replacement sections of hose into hoseline using two sections of hoseline to ensure the line will reach objective.
5.	Charge hoseline or remove hose clamp.
6.	Confirm hoseline is again in operation with driver/operator or officer.

M-57

Advance an uncharged line up a ladder into a window. ***(NFPA® 1001, 5.3.10)***

Directions

For this skills evaluation checklist, students will advance an uncharged line up a ladder into a window. Students must work with other students and a driver/operator to complete this skill. Inform each student of their position.

Equipment & Materials

- Full protective clothing including SCBA
- Uncharged 2½- or 3-inch (65 or 77 mm) hoseline
- Properly raised ladder at upper-story window
- Rope hose tools

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to advance line.
2.	Position firefighters all on same side of hose, all facing the nozzle, with about 10 feet (3 m) between each firefighter.

3.	Place the line over your shoulders.
4.	Climb the ladder.
5.	Nozzle firefighter: Sound the floor; enter the window, laying down nozzle in window before entering.
6.	Other firefighters: Lock in.
7.	Other firefighters: Feed the hose to nozzle firefighter until nozzle firefighter has advanced to desired location and signals you to stop.
8.	Other firefighters: Secure the hose to the top rung of the ladder with a hose strap tool or utility strap, tying a clove hitch if using a utility strap.
9.	Firefighter nearest top: Advance up the ladder to back up the nozzle firefighter.

M-58

Advance a charged line up a ladder into a window. ***(NFPA® 1001, 5.3.10)***

Directions

For this skills evaluation checklist, students will advance a charged line up a ladder into a window. Students must work with other students to complete this skill. Inform each student of their position.

Equipment & Materials

- Full protective clothing including SCBA
- Charged 1½- or 1¾-inch (38 or 45 mm) hoseline
- Class I safety harness (if available)
- Properly raised ladder at upper-story window
- Rope hose tools or utility straps

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to advance line.
2.	Position with one firefighter heeling ladder and remaining firefighters on same side of hose facing nozzle, spaced about 6 to 8 feet (2 m to 2.4 m) apart.

3.	Climb the ladder, with the firefighter who will operate the nozzle first and others as their turn comes.
4.	Lock in with leg lock or Class I safety harness, leaving hands free to control and advance the hose.
5.	Firefighters below: Feed the hose to the nozzle firefighter.
6.	Nozzle firefighter: Sound the floor and enter the window.
7.	Firefighters on ladder: Advance up the ladder maintaining appropriate distance from each other.
8.	Firefighters on ladder: Lock in when backup firefighter is in position opposite the window, using leg lock or Class I harness.
9.	Backup firefighter: Enter the window.
10.	Firefighters below: Feed the hose to nozzle and backup firefighters until signaled to stop.
11.	Firefighters on ladder: Secure the hose to the ladder.

M-59

Operate a charged attack line from a ladder (*NFPA® 1001, 5.3.10)*

Directions

For this skills evaluation checklist, students will operate a charged attack line from a ladder. Students will work as a team to complete this skill. Firefighter positions include: one to remain on ground and advance hose, and two or three to climb. Inform each student of their position.

Equipment & Materials

- Full protective clothing including SCBA
- Charged 1½- or 1¾-inch (38 or 45 mm) hoseline
- Utility strap or rope hose tool
- Properly raised ladder

Skills Evaluation Checklist

Task Steps	
1.	Advance the hoseline up the ladder using the proper procedure for either an uncharged line or a charged line.

2.	When at desired elevation, lock in using leg lock or Class I harness, leaving both hands free.
3.	Position the nozzle through the rungs extending it at least 1 foot (0.3 m) beyond rungs.
4.	Secure the hose to the top or closest ladder rung with a rope hose tool or utility strap.
5.	Open the nozzle slowly to reduce the effects of nozzle reaction and water hammer.

Fire Streams
M-60

Operate a solid stream nozzle (*NFPA® 1001, 5.3.10)*

Directions

For this skills evaluation checklist, students will operate a solid stream nozzle. This skill requires students to work with another firefighter and a driver/operator. You should inform students which position to take.

Equipment & Materials

- Full protective clothing including SCBA
- One pumper
- Pump-connected hoseline equipped with solid stream nozzle
- Targets

Skills Evaluation Checklist

Task Steps	
1.	Position yourselves on same side of hose with one firefighter on nozzle and one as backup. Hold the hose so the bale is at arm's length.
2.	Prior to opening nozzle wait for backup firefighter to communicate that they are ready.
3.	Aim the nozzle at the target indicated by officer.
4.	Open the nozzle fully.
5.	Hold the stream on target for 15 seconds.
6.	Shut off the nozzle so that water hammer is avoided.

M-61

Operate a fog-stream nozzle (*NFPA® 1001, 5.3.10)*

Directions

For this skills evaluation checklist, students will operate a fog stream nozzle. This skill requires students to work with another firefighter and a driver/operator. You should inform students which position to take. Students will produce a straight stream, a narrow stream, and a wide stream.

Equipment & Materials

- Full protective clothing including SCBA
- One pumper
- Pump-connected hoseline equipped with adjustable gallonage fog nozzle
- Targets

Skills Evaluation Checklist

Task Steps	
1.	Position yourselves on same side of hose with one firefighter on nozzle and one as backup. Hold the hose so the bale is at arm's length.
2.	Prior to opening nozzle, wait for backup firefighter to communicate that they are ready.
3.	Twist the stream adjustment ring to adjust the stream pattern to a straight stream then a narrow fog stream (15º to 45º) then to wide fog (45º to 80º). Demonstrate direct, indirect and combination attacks.
4.	Return the nozzle to a straight stream and aim the nozzle at the target indicated by officer.
5.	Open the nozzle fully.
6.	Hold the stream on target for 15 seconds.
7.	Shut off the nozzle so that water hammer is avoided.

Fire Control
M-62

Attack a structure fire: Exterior attack. *(NFPA® 1001, 5.3.8)*

Directions

For this skills evaluation checklist, students will attack a structure fire from a defensive mode. Students should be wearing full PPE and SCBA during this skill. Inform each firefighter of their position and tasks to perform. A safety officer should check each student's gear before they enter the danger zone.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle. It is not recommend to actually create a fully involved structure fire for this training evolution.

****Live fire can be simulated during the performance of this skill.** **

Equipment & Materials

- Full protective clothing including SCBA
- Burn building or acquired structure that is compliant with NFPA® 1403
- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- One 1½-inch (38 mm) or larger charged backup line supplied from a second water source
- Accountability system
- Hand tools (axe, Halligan, pike poles)
- Hand light

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to attack fire.
2.	Don all PPE prior to entering the hot zone. a. Breathe from SCBA
3.	Check nozzle pattern prior to approaching structure.
4.	Advance the hose near the structure. a. All firefighters on same side of hose
5.	Extinguish the fire with an indirect pattern through a window or door. a. Direct fire stream at ceiling and move stream back and forth until fire is extinguished

6.	Maintain situational awareness.
7.	Inform officer that fire is extinguished. a. Full PPE and SCBA protection is worn until clear of hot zone

M-63

Turn off building utilities. ***(NFPA® 1001, 5.3.18)***

Directions

For this skills evaluation checklist, students will turn off building utilities. You should inform students they are at a structure fire and they are assigned the task of shutting off building utilities. All team members should fully don PPE and SCBA and be well out of the hot zone.

Equipment & Materials

- Full protective clothing including SCBA
- Training prop that simulates electrical, gas, and water utilities
- Hand tools

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to turn off utilities.
2.	Assess for related hazards.
3.	Locate and shut off electricity at main service panel.
4.	Locate natural gas meter and/or LPG/CNG storage tank/cylinder and shut off.
5.	Locate water meter box and shut off water meter.
6.	Report to officer completion of assigned task.

M-64

Attack a structure fire: Interior attack. *(NFPA® 1001, 5.3.10)*

Directions

For this skills evaluation checklist, a team of firefighters, while wearing full PPE and SCBA, will attack a structure fire. Inform each student of their positions for this evaluation.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

****Completion of this skill requires the use of a multi-story training center where students can conduct fire attack on at least two floors. ****

****In the above-grade fire attack Step 6: If the fire is in a high-rise or a multi-story commercial structure, the fire attack may be from a standpipe connection. If your training center does not have a below grade facility you can use the second story as grade level and the ground floor as the below grade****

****When performing this skill sheet, students will also complete the steps outlined on skill sheet M-53 Advance the preconnected flat hose load (*NFPA® 1001, 5.3.10)* and, Advance a line into a structure. *(NFPA® 1001, 5.3.10)*****

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Class A live fire building
- Hand lines

(One 1½ inch (38 mm) or larger charged back-up line, supplied from second water source, with fog nozzle. One 1½ inch (38 mm) or large charged attack line equipped with fog nozzle and supplied from

- Ventilation tools and equipment
- Rescue and lighting equipment
- Salvage and overhaul tools and equipment

separate water source.)

- Portable radios
- Forcible entry tools
- Two separate water sources
- Accountability system
- Apparatus

Skills Evaluation Checklist

Task Steps	
Grade Level Fire Attack	
1.	Confirm order with officer to attack fire.
2.	Prior to entry, check nozzle pattern and bleed air from hoseline.
3.	Size up environment for hazards (backdraft, flashover etc...)
4.	Extinguish burning fascia, boxed cornices, or other doorway overhangs as necessary before entering.
5.	Advance hoseline into the structure. a. At signal from officer b. All firefighters on same side of hose c. Leave one firefighter at each 90-degree turn to assist in advancing hose (if available) d. Approach fire from unburned side
6.	Maintain situational awareness.
7.	Extinguish fire with a direct, indirect, or combination attack as directed by officer.
8.	Report to officer completion of assigned task.

Task Steps	
Above Grade Fire Attack	
1.	Confirm order with officer to attack fire.
2.	Prior to entry, check nozzle pattern and bleed air from hoseline.
3.	Size up environment for hazards.
4.	Extinguish burning fascia, boxed cornices, or other doorway overhangs as necessary before entering.
5.	Advance hoseline into the structure.

	a. At signal from officer b. Adequate firefighters to advance line to upper fire floor c. Leave one firefighter at each 90-degree turn to assist in advancing hose.
6.	Advance hoseline up stairwell to fire floor. a. If possible, lay extra hoseline in stairwell above fire floor
7.	Maintain situational awareness.
8.	Extinguish fire with a direct, indirect, or combination attack as directed by officer. a. All firefighters on same side of hose b. Approach fire from unburned side.
9.	Report to officer completion of assigned task.

Task Steps	
Below Grade Fire Attack	
1.	Confirm order with officer to attack fire.
2.	Prior to entry check nozzle pattern and bleed air from hoseline.
3.	Size up environment for hazards.
4.	Extinguish burning fascia, boxed cornices, or other doorway overhangs as necessary before entering. Ventilate the basement before entry.
5.	Advance hoseline into the structure. a. At signal from officer b. All firefighters on same side of hose c. Leave one firefighter at each 90-degree turn to assist in advancing hose. d. Approach fire from unburned side.
6.	Advance hoseline down stairwell into the basement. a. Evaluate fire conditions including stability of stairwell prior to advancing. b. Coordinate attack with ventilation. c. Maintain contact with other firefighters. d. Advance down stairwell quickly to limit exposure to heated gases and smoke.
7.	Maintain situational awareness.
8.	Extinguish fire with a direct, indirect, or combination attack as directed by officer.

9.	Report to officer completion of assigned task.

M-65

Attack a passenger vehicle fire. ***(NFPA® 1001, 5.3.7)***

Directions

For this skills evaluation checklist, students will a attack a passenger vehicle fire. The simulation of an actual car fire will be permitted if the AHJ does not have a suitable prop, however the students must show competency in the approach and fire stream skills during the evolution. Students should be wearing full PPE during this skill. Inform each firefighter of their position. A safety officer should check each student's gear before they enter the danger zone. Inform students of the following guidelines for vehicle fires:

- Wear full protective clothing, including SCBA.
- Use at least a 1½-inch (38 mm) attack line as booster lines do not provide the protection or rapid cooling needed.
- Attack from the upwind, uphill side as soon as possible.
- Deploy a backup line as soon as possible.
- Avoid the hazards associated with vehicle fires: catalytic converter, interior components, air bag (SRS or SIPS), shock-absorber bumpers, hollow driveshafts, hatchback supports, tires, saddle fuel tanks, alternative fuel tanks, hazardous materials.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*, exterior props. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle. In step 5 the fire attack should begin with passenger compartment if on fire. If not, attack fire in engine compartment first.

****Due to environmental restrictions it is recommended to use an LPG car fire prop for the completion of the live fire car fire skills. If an LPG car fire prop is not available a car can be stripped of all environmentally unfriendly items such as tires/seats and use Class A materials for the live fire. Contact your IDEM representative for guidance on making a vehicle acceptable for use in this manner. ****

Equipment & Materials

- Full protective clothing including
- One 1½-inch (38 mm) or larger

SCBA

- Training passenger vehicle stripped of any safety hazards according to NFPA® 1403
- Vehicle fire, fueled, set up, and monitored according to NFPA® 1403
- Halligan tool
- Two separate water sources

charged backup line supplied from a second water source

- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- Wheel chocks
- Apparatus

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to attack passenger vehicle fire. Perform scene size up (block traffic if necessary, check for power lines, type of fuel, spills and other hazards)
2.	Lay out attack line for fire attack (1 ½" or larger). a. Use appropriate personal protective clothing including SCBA b. Select appropriate hoseline and nozzle c. Select appropriate hand tool(s)
3.	Charge attack line. a. Bleed air from hoseline b. Select moderate fog pattern

Task Steps	
4.	Fully involved vehicle a. Approach from upwind and uphill if possible b. Size up scene for hazards (verbalize)c. c. Nozzle team approaches vehicle from the corner of the vehicle at a 45 degree angle d. Use straight stream to imitate knockdown e. Move the nozzle back and forth to hit all affected areas f. Bank the stream off the street allowing water to bounce up and cool the under carriage and gas tank g. As nozzle team advances adjust nozzle pattern from straight to a wider fog h. After the fire has been darkened down and bumpers cooled open the hood and trunk to extinguish any fires i. As soon as possible the wheels should be chocked
5.	For the following specific fire types use the same general approach tactics as described in step 4.
6.	Extinguish fire in passenger compartment. a. Break window to gain entry and ventilate b. Use straight stream for attack c. Check for victims d. Maintain situational awareness
7.	Extinguish fire in engine compartment. a. Approach from side of vehicle b. Open hood at corner using tool such as Halligan c. Use straight stream for attack d. When possible, open hood using latch and prop open e. Maintain situational awareness
8.	Extinguish fire in trunk. a. Approach from side of vehicle b. Access the trunk by using the trunk latch in the front seat area or knocking out the tail light and apply water through the hole or going through the back seat or knocking out the locking mechanism and opening latch c. Prop open the trunk lid and completely extinguish the fire completely d. Maintain situational awareness

Task Steps	
9.	Overhaul hidden and smoldering fires. a. Preserve fire cause evidence b. Extinguishment is complete – no hidden or smoldering fires remain c. All other hazards such as leaking fuel addressed d. Maintain situational awareness
10.	Report to officer completion of task.

M-66

Attack a fire in stacked/piled materials. ***(NFPA® 1001, 5.3.8)***

Directions

For this skills evaluation checklist, students will attack a fire in stacked/piled materials. Students should be wearing full PPE during this skill. Inform each firefighter of their position. A safety officer should check each student's gear before they enter the danger zone. All members should fully don PPE and SCBA well out of hot zone. Students should position at perimeter of hot zone on same side of attack line with the nozzle firefighter in foremost position and second firefighter carrying pike pole, etc.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*, exterior props. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

Equipment & Materials

- Full protective clothing including SCBA
- Training prop or simulated stack fire
- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- Apparatus
- One 1½-inch (38 mm) or larger charged backup line supplied from a second water source
- Hand tools (long pike poles, axes, trash hooks)
- Two separate water sources

Skills Evaluation Checklist

Task Steps Stacked Materials	
1.	Confirm order with officer to attack fire.
2.	Size up environment for hazards. a. Identify and verbalize collapse zone b. Work outside of collapse zone c. Identify any inherent threats
3.	Check nozzle pattern and bleed air from hoseline.
4.	Check for threat to exposures and cool as necessary.
5.	Advance to position to make fire attack.
6.	Extinguish fire with straight stream. a. Evaluate extinguishment efforts and ensure penetration b. Break up material as necessary to assist with extinguishment efforts
7.	Overhaul debris using pike pole or trash hook and evaluate for complete extinguishment.
8.	Attempt to determine origin.
8.	Report to officer completion of assigned task.

Task Steps Dumpster	
1.	Confirm order with officer to attack fire.
2.	Attack approaches the fire in a coordinated fashion a. Check for presence of hazardous materials b. Identify any inherent threats c. Check nozzle pattern, bleed air from hoseline and begin attack from a distance
3.	If the lid is closed approach with a wide fog and have backup personnel open the lid with a tool.
4.	Extinguish fire with straight stream. a. Evaluate extinguishment efforts and ensure penetration b. Break up material as necessary to assist with extinguishment efforts
5.	Overhaul debris using pike pole or trash hook and evaluate for complete extinguishment.

6.	Report to officer completion of assigned task.

M-67

Attack a ground cover fire. ***(NFPA® 1001, 5.3.19)***

Directions

For this skills evaluation checklist, students will attack a ground cover fire. Students should be wearing full PPE (wildland gear or bunker gear only) during this skill. Inform each firefighter of their position. A safety officer should check each student's gear before they enter the hot zone. All members should don PPE well out of hot zone.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*, exterior props. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle or extinguisher.

****Students can simulate the live fire during this evolution. The only portion allowed to simulate will be the actual fire. Students should gather the necessary equipment and take the necessary steps as if a fire was present. ****

Equipment & Materials

- Full protective clothing including SCBA
- Area for ground cover fires or simulated fire area
- Booster line(s), Class A water type extinguishers, or preconnected hoseline
- Primary and secondary water source
- Hand tools
- Apparatus

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to attack fire.
2.	Size up environment for hazards.

	a. Identify and verbalize safe zones and escape routes b. Determine fire spread potential and exposure threat c. Protect exposures as necessary
3.	Position at perimeter of hot zone and approach from the burned area (black).
4.	Approach flame edge and apply water with handline or extinguisher or use hand tools.
5.	Maintain situational awareness and always maintain a safe means of egress.
6.	Extinguish fire. a. Maintain communication with officer b. Monitor weather c. Monitor fire and smoke conditions
7.	Mop up hot spots.
8.	Exit hazard area to safe zone.
9.	Report to officer completion of assigned task.

Fire Suppression Systems
M-68

Operate a sprinkler system control valve. ***(NFPA® 1001, 5.3.14)***

Directions

For this skills evaluation checklist, students will operate a sprinkler system control valve. When fighting fires in occupancies that have activated sprinkler systems, inform students that they should observe the following guidelines in regard to main control valve operation:

- Check to ensure that sprinkler system control valves are open for proper operation.
- Do not close sprinkler control valves until fire officers are convinced that further operations will simply waste water, produce heavy water damage, or hamper the progress of final extinguishment.
- When a sprinkler control valve is closed, station a firefighter with a portable radio at the valve in case it needs to be reopened should the fire rekindle.

Equipment & Materials

- Full protective clothing including
- Ladder

SCBA

- Automatic sprinkler system or prop

Skills Evaluation Checklist

Task Steps	
OS&Y	
1.	Confirm order with officer to operate valve.
2.	Close the OS&Y valve by turning it clockwise until the valve is fully closed and the stem is flush with the wheel.
3.	Open the OS&Y valve by turning it counterclockwise until fully opened.
4.	Back off the OS&Y valve one-quarter turn clockwise.

or

Task Steps	
PIV	
1.	Confirm order with officer to operate valve.
2.	Unlock the PIV wrench from the PIV body.
3.	Position the PIV wrench on stem nut.
4.	Close the PIV valve, turning it clockwise slowly until the target window indicates CLOSED or SHUT.
5.	Open the PIV valve, turning it counterclockwise until fully open and target window indicates OPEN.
6.	Back off the PIV valve, turning it clockwise one-quarter turn ensuring that the target window remains OPEN.
7.	Replace and lock the wrench onto the PIV body.

M-69

Manually stop the flow of water from a sprinkler. ***(NFPA® 1001, 5.3.14)***

Directions

For this skills evaluation checklist, students will manually stop the flow of water from a sprinkler. Considerable time may elapse from the moment a sprinkler head is activated until authorization to close the main sprinkler valve is received. However, it is dangerous to prematurely close the main valve before complete extinguishment is certain. To prevent extensive water damage, the firefighter can plug individual heads that are no longer needed for fire extinguishment.

Wooden wedges or sprinkler tongs are commonly used to plug sprinklers. Sprinkler tongs are generally more effective in stopping the water flow than are wedge stops. If properly applied, the rubber or neoprene stopper on the tongs permits no dripping from a plugged sprinkler head. However, due to the way sprinkler tongs are constructed, they are not as conveniently carried in a pocket as are wedge-shaped sprinkler stops.

****This skill must be physically preformed and not simulated. If you do not have sprinkler prop available, contact your district training council for assistance. ****

Equipment & Materials

- Full protective clothing including SCBA
- Wedge-shaped sprinkler stop

Note: Wedges can have a band of rubber placed on them to improve their operation

- Activated sprinkler system or prop
- Ladder

Skills Evaluation Checklist

Task Steps	
Wedge	
1.	Place and climb ladder safely to within reach of the sprinkler.
2.	Insert the wedges from opposite directions into the sprinkler head flat sides

	against sprinkler.
3.	Drive the wedges into the sprinkler with the heel of hand until water flow stops.

M-70

Connect hoseline to a sprinkler system FDC. ***(NFPA® 1001, 5.3.14)***

Directions

For this skills evaluation checklist, students will connect a hoseline to a sprinkler system FDC. The most effective way for the fire department to handle what could become a serious fire loss is to give proper support to a sprinkler system. Inform students to remember the following guidelines when connecting:

Connect to the FDC (earliest arriving pumper) in accordance with the pre-incident plan.

- Check to ensure that sprinkler system control valves are open for proper operation.
- Make a maximum effort to supply adequate water to the sprinkler system:
  - Limit the use of direct hoselines from sprinkler system water supply system.
  - Establish a second water supply for hoselines if necessary.
  - Observe the discharge of sprinklers in the area of the fire and maintain pressure at the pumper to adequately serve the needs of the sprinkler system.
  - Improve the discharge from the sprinklers as necessary by increasing the pressure on the system.
- Do not close sprinkler control valves until fire officers are convinced that further operations will simply waste water, produce heavy water damage, or hamper the progress of final extinguishment.
- When a sprinkler control valve is closed, station a firefighter with a portable radio at the valve in case it needs to be reopened should the fire rekindle.
- Do not disconnect pumpers until after extinguishment has been determined by a thorough overhaul.
- Do not leave the premises until the sprinkler system has been restored to service by a representative of the occupant who is qualified to perform work on sprinkler systems.

****If the jurisdiction does not have a working FDC a Siamese appliance can be placed on a pumper and used in place of an FDC. ****

Equipment & Materials

- Full protective clothing
- Two connected lengths of 2½-inch (65 mm) hose or LDH
- Sprinkler system or Siamese appliance on side of engine if sprinkler system isn't available.
- Extra gaskets
- Adjustable spanner wrench
- Hydrant wrench
- Double male appliances (if required)

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to connect line.
2.	Extend hoselines to sprinkler connection or siamese.
4.	Remove caps from fire department connection.
5.	Inspect the fire department connection for debris.
6.	Connect hoselines to FDC and pumper.
7.	Tighten connections with spanner wrench.
8.	Report to officer completion of assigned task.

Loss Control
M-71

Clean, inspect, and repair a salvage cover. ***(NFPA® 1001, 5.5.1)***

Directions

For this skills evaluation checklist, students will clean, inspect, and repair a salvage cover. Prior to performing the skill students should gather all necessary cleaning equipment.

Equipment & Materials

- Cleaning supplies
- Scrub brush
- Salvage cover
- Chalk or marker

Skills Evaluation Checklist

Task Steps	
1.	Wash salvage cover with clean water and detergent by using a scrub brush.
2.	Rinse thoroughly with clean water.
3.	Hang to dry.
4.	Inspect salvage cover. a. Firefighters: Raise salvage cover at each corner b. Firefighter: Inspect underneath of cover for light coming through, holes, or tears
5.	Mark holes with chalk or marker.
6.	Patch according to manufacturer or departmental guidelines.

M-72

Roll a salvage cover for a one-firefighter spread. ***(NFPA® 1001, 5.3.14)***

Directions

For this skills evaluation checklist, students will roll a salvage cover for a one-firefighter spread.

Equipment & Materials

- Salvage cover

Skills Evaluation Checklist

Objective 12: Roll a salvage cover for a one-firefighter spread.

****Two firefighters must make initial folds to reduce the width of the cover to form this roll. Steps 1 through 8 are performed simultaneously by both firefighters on opposite sides of the cover. Steps 9 through 12 may be performed by both firefighters who are stationed at the same end of the roll. ****

Task Steps	
1.	Grasp the cover with the outside hand midway between the center and the edge to be folded.

2.	Place the other hand on the cover as a pivot midway between the outside hand and the center.
3.	Bring the fold over to the center of the cover. This creates an inside fold (center) and an outside fold.
4.	Grasp the cover corner with the outside hand.
5.	Place the other hand as a pivot on the cover over the outside fold.
6.	Bring this outside edge over to the center, and place it on top of and in line with the previously placed first fold.
7.	Fold the other half of the cover in the same manner by using Steps 1 through 6.
8.	Straighten the folds if they are not straight.
9.	Fold over about 12 inches (300 mm) at each end of the cover to make clean, even ends for the completed roll.
10.	Start the roll by rolling and compressing one end into a tight compact roll; roll toward the opposite end.
11.	Tuck in any wrinkles that form ahead of the roll as the roll progresses.
12.	Secure the completed roll with inner tube bands or straps.

or

Task Steps	
1.	Lay the salvage cover flat on a clean floor. The firefighters will be located on opposite ends of the salvage cover.
2.	Grasp the corner of the cover with the inside hand and place the outside hand midway between the cover center and the cover edge.
3.	Fold the cover over just short of the center.
4.	Grasp the inside edge of the cover with the inside hand and with the outside hand located between the center and the outside edge, fold the cover over again.
5.	Repeat steps 1-4 on the other side of the cover.
6.	Fold the cover about 12 inches at each end to make ends even.
7.	Start at either end by rolling the cover into a tight roll.
8.	Tuck in any wrinkle that formed ahead of the roll.

M-73

Spread a rolled salvage cover: One-firefighter method. ***(NFPA® 1001, 5.3.14)***

Directions

For this skills evaluation checklist, students will spread a rolled salvage cover using the one-firefighter method.

Equipment & Materials

- Rolled salvage cover

Skills Evaluation Checklist

Task Steps	
1.	Cluster furniture/objects to be covered
2.	Start at one end of the object to be covered.
3.	Unroll a sufficient amount to cover the end.
4.	Unroll toward the opposite end and let the rest of the roll fall into place at the other end.
5.	Stand at one end.
6.	Grasp the open edges where convenient, one edge in each hand.
7.	Open the sides of the cover over the object by snapping both hands up and out.
8.	Open the other end of the cover over the object in the same manner.
9.	Tuck in all loose edges at the bottom.

M-74

Fold a salvage cover for a one-firefighter spread. ***(NFPA® 1001, 5.3.14)***

Directions

For this skills evaluation checklist, students will fold a salvage cover for a one-firefighter spread. Students must work with another student to perform this skill. Inform each student of the specific steps they are to perform.

Equipment & Materials

- Salvage cover

Skills Evaluation Checklist

****Two firefighters must make initial folds to reduce the width of the cover. Steps 1 through 7 are performed simultaneously by both firefighters on opposite sides of the cover. Steps 8 through 13 may be performed by both firefighters who are stationed at the same end of the fold. ****

Task Steps	
1.	Grasp the cover with the outside hand midway between the center and the edge to be folded.
2.	Place the other hand on the cover as a pivot midway between the outside hand and the center.
3.	Bring the fold over to the center of the cover. This will create an inside fold (center) and an outside fold.
4.	Grasp the cover corner with the outside hand.
5.	Place the other hand as a pivot on the cover over the outside fold.
6.	Bring this outside edge over to the center, and place it on top of and in line with the previously placed first fold.
7.	Fold the other half of the cover in the same manner by using Steps 1 through 6.
8.	Straighten the folds if they are not straight.
9.	Grasp the same end of the cover, with the cover folded to reduce width.
10.	Bring this end to a point just short of the center.
11.	Use one hand as a pivot and bring the folded end over and place on top of the first fold.
12.	Fold the other end of the cover toward the center, leaving about 4 inches (100 mm) between the two folds.
13.	Place one fold on top of the other for the completed fold; the space between the folds now serves as a hinge.

or

Task Steps	
1.	Lay the slavage cover flat on a clean floor. The firefighters will be located on

	opposite ends of the salvage cover.
2.	Grasp the corner of the cover with the inside hand and place the outside hand midway between the cover center and the cover edge.
3.	Fold the cover over just short of the center.
4.	Grasp the inside edge of the cover with the inside hand and with the outside hand located between the center and the outside edge, fold the cover over again.
5.	Repeat steps 1-4 on the other side of the cover.
6.	Grasp the end of the cover and bring it just short of the center of the cover
7.	Using one hand as a pivot, bring the folded end over and on top of the previous fold. Continue this process once again, bringing the folded ends over and on top of the previous fold at the middle of the cover.
8.	Repeat this process on the opposite end of the cover. At this point there should be 4 inches between the folds.
9.	Place one fold on top of the other, letting the 4 inch space act as a hinge.

M-75

Spread a folded salvage cover: One-firefighter method. ***(NFPA® 1001, 5.3.14***

Directions

For this skills evaluation checklist, students will spread a folded salvage cover using the one-firefighter method.

Equipment & Materials

- Folded salvage cover
- Object(s) to be covered

Skills Evaluation Checklist

Task Steps	
1.	Cluster furniture/objects to be covered
2.	Lay the folded cover on top of and near the center of the object to be covered.
3.	Separate the cover at the first fold.
4.	Select either end and continue to unfold the salvage cover by separating the

	next fold.
5.	Unfold this same end toward the end of the object to be covered.
6.	Grasp the end of the cover near the center with both hands to prevent the corners from falling outward.
7.	Bring the end of the cover into position over the end of the object being covered.
8.	Unfold the other end of the cover in the same manner over the object.
9.	Stand at one end.
10.	Grasp the open edges where convenient, one edge in each hand.
11.	Open the sides of the cover over the object by snapping both hands up and out.
12.	Open the other end of the cover over the object in the same manner.
13.	Tuck in all loose edges at the bottom.

Or

Task Steps	
1.	Place the salvage cover on top and in the center of the object(s) being covered.
2.	Fold out each side to cover the object(s) lengthwise.
3.	Extend the folds to cover the width of the object(s).
4.	Fold the ends under to protect the object(s) from water damage.

M-76

Construct a water chute with pike poles. ***(NFPA® 1001, 5.3.14)***

Directions

For this skills evaluation checklist, students will construct a water chute with pike poles.

Equipment & Materials

- Salvage cover
- Pike poles

Skills Evaluation Checklist

Task Steps	
1.	Open the salvage cover.
2.	Lay the cover flat at the desired location.
3.	Place pike poles at opposite edges of the salvage cover with the pike extending off the end of the cover.
4.	Roll the edges over the pike poles toward the middle until there is a 3-foot (1 m) width between the rolls.
5.	Turn the cover over, keeping the folds in place.
6.	Place the chute to collect and channel water. The hooks can be placed onto other furniture or a ladder to elevate the end.
7.	Extend the other end out a door or window.

M-77

Construct a catchall. ***(NFPA® 1001, 5.3.14)***

Directions

For this skills evaluation checklist, students will construct a catchall.

Equipment & Materials

- Salvage cover

Skills Evaluation Checklist

Task Steps	
1.	Open the salvage cover.
2.	Lay the cover flat at the desired location.
3.	Roll the sides inward approximately 3 feet (1 m).
4.	Lay the ends of the side rolls over at a 90-degree angle to form the corners of the basin.
5.	Roll one end into a tight roll on top of the side roll and form a projected flap.
6.	Lift the edge roll.
7.	Tuck the end roll to lock the corners.
8.	Roll the other end in a like manner.
9.	Lock the corners.

or

Task Steps	
1.	Open the salvage cover.
2.	Lay the cover flat at the desired location.
3.	Fold the corner into 45° angles
4.	Roll the ends half the width of the 45° folds.
5.	Roll the sides the remainder of the width of the 45° folds.
6.	Where the tabs meet, tuck the corners together.
7.	Fold the remainder of the 45° fold over the rolled corners and tuck under to secure.

M-78

Locate and extinguish hidden fires. ***(NFPA® 1001, 5.3.13)***

Directions

For this skills evaluation checklist, students will use hand tools to remove wall and ceiling materials to look for hidden fires. Students should be wearing full PPE during this skill. Inform each student of their position. A safety officer should check each student's gear before they enter the danger zone.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating duties so that each student has a chance to perform these tasks.

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Training prop that simulates hidden fires
- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- One 1½-inch (38 mm) or larger charged backup line supplied from a second water source
- Hand tools such as pike poles and axes
- Carryall or bucket for debris

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to overhaul.
2.	Locate area(s) with potential hidden or smoldering fire. a. Use heat detector or thermal imaging device b. Observe fire area to detect smoking or smoldering materials: watch, listen, feel. c. Observe burn and smoke patterns d. Wear appropriate personal protective equipment, including respiratory protection
3.	Remove ceiling, wall, floor covering and insulation. a. Begin with area closest to hidden or smoldering fire b. Overhaul area until unburned structural materials are visible c. Recognize and preserve signs of origin and arson d. Minimize damage when possible
4.	Extinguish hidden and smoldering fires with small handline. a. Use minimal water for extinguishment b. Complete extinguishment – no hidden or smoldering fires remain c. Remove stuffed materials such as mattresses from structure and overhaul outside

	d. Cover building openings as necessary (walls floors, doors and roofs)
5.	Report to officer completion of assigned task.

Communications
M-79

Handle business calls and reports of emergencies. ***(NFPA® 1001, 5.2.1, 5.5.2)***

Directions

For this skills evaluation checklist, students will handle business calls and reports of emergencies. Students should get together with another class member and role play the following situations. You may choose to make up several situations for each topic. Students should take turns being the caller and the receiver.

Equipment & Materials

- Paper and pencil

Skills Evaluation Checklist

Task Steps	
Receive a Business Call	
1.	Answer telephone promptly. a. Identify self and department b. Professional, friendly tone of voice
2.	Determine reason for call. a. Use active listening
3.	Respond to caller's request or need. a. Write down information for return call b. Transfer call to other person or department c. Locate requested information in department documents and/or standard and code materials and provide information needed d. Resolve problem
4.	End call. a. Courteous b. Hang up last

5.	Post message as required.
Task Steps	
Receive a Report of an Emergency	
1.	Answer telephone promptly. a. Identify agency. b. Assertive and professional c. Non-emotional
2.	Gather information on nature of emergency. a. Address and location of emergency b. Type of situation c. Immediate risk to life safety
3.	Provide life safety directions if caller is at immediate risk. a. Leave structure
4.	Gather information on caller. a. Name b. Address or location c. Callback phone number
5.	Transfer information according to local procedures. a. Forward caller or incident information to dispatcher, responding units, etc.
6.	End call according to local procedures.

M-80

Use a portable radio for routine and emergency traffic. ***(NFPA® 1001, 5.2.3)***

Directions

For this skills evaluation checklist, students will use a portable radio for routine and emergency traffic. Students should get together with another class member and role play the following situations. You may choose to make up several situations for each topic. Students should take turns being the caller and the receiver.

Equipment & Materials

- Portable radio(s)

Skills Evaluation Checklist

Task Steps	
Routine Traffic	
1.	Rotate the selector knob to assigned frequency.
2.	Monitor for radio traffic until air is clear.
3.	Hold the microphone in transmit position 1 to 2 inches (25 mm to 50 mm) from your mouth at a 45-degree angle
4.	Depress the transmit button, holding down until through with transmission.
5.	Transmit a routine traffic message using department codes and SOPs.

Task Steps	
Emergency Traffic/Call a Mayday	
1.	Rotate the selector knob to assigned frequency.
2.	Hold the microphone in transmits position 1 to 2 inches (25 mm to 50 mm) from your mouth at a 45-degree angle.
3.	Depress the transmit button, holding down until through with transmission.
4.	Announce "emergency traffic" (or department's standard emergency traffic break-in message), interrupting air traffic as necessary.
5.	Transmit emergency traffic message following department's SOPs, using department codes. a. Call a Mayday and communicate with Command: (LUNAR) location, unit, name, assignment, resources needed
6.	Repeat message until Command verifies information given.
7.	After transmitting mayday, activate PASS alarm and follow departmental guidelines on positioning or actions. a. Activate PASS device in "alarm" mode after communicating with Command

Firefighter II Skills

Rescue and Extrication
M-81

Extricate a victim trapped in a motor vehicle. ***(NFPA® 1001, 6.4.1)***

Directions

For this skills evaluation checklist, students will prepare to extricate a victim, manage hazards, stabilize a vehicle and move or remove the following: vehicle roof, doors, windshields, windows, steering or other columns, and the dashboard. Various tools, equipment and techniques are effective. Please follow manufacturer guidelines for the safe and correct operations of tools and equipment as well as departmental guidelines on specific methods to follow. If your department/agency hasn't established these methods, please refer to the IFSTA manual **Principles of Vehicle Extrication** 2nd edition, for details on techniques. All of these methods need not be tried in one assessment. The firefighter gathers the proper equipment and tools and is wearing the appropriate PPE prior to performing extrication tasks.

****This should be conducted by teams of two or more. It is not necessary for every student to complete every portion of this although each <u>team</u> must perform each task listed below. Ideally there should be a car for every 2 teams. ****

Choose one or more of the following problems for this skill sheet:

- Remove a windshield.
- Remove a window.
- Remove/move a roof.
- Remove/move a door.
- Remove/move a steering or other column.

Choose one or more of the following tools or equipment to solve problem:

- Power hydraulic tools (cutter, spreaders, combination, rams)
- Air bags
- Air chisels
- Electric saws
- Hand saws

- Axes
- Halligan
- Pry bars

Equipment & Materials

- Two passenger dummies
- Full protective clothing and eye protection for three to four firefighters
- Hand and power tools
- Wrecked automobile(s) appropriate for skill demonstration
- Safety goggles
- Tarp, blanket, and backboard or other method of protecting victims
- Equipment as required to stabilize vehicle (cribbing, air bags, step blocks, etc.)

Skills Evaluation Checklist

Task Steps	
Rescue Preparation	
1.	Confirm order with officer for rescue operation.
2.	Assess if the scene is safe.
3.	Stabilize vehicle (i.e. wheel chocks, cribbing, ropes, or other tools) prior to accessing patient.
4.	Once the vehicle is stabilized deflate tires.
5.	Break the side door glass with an impact tool and remove it with a tool and place it under the vehicle if possible.
6.	Locate and cut the battery cables making sure to cut each cable twice. Create a gap between the cables to eliminate arcing.
7.	Assess the extrication methods that are required to access and extricate patient.

Task Steps	
Windshield or Window Removal	
1.	Confirm order with officer to remove windshield or window.
2.	Before starting work, plan the operation and determine the windows to be

Task Steps	
Windshield or Window Removal	
	removed and the method of removing glass.
3.	Check the area in which the work is to be done.
4.	Remove glass to avoid causing further hazards or injuries.

Task Steps	
Removing Vehicle Doors	
1.	Confirm order with officer to remove vehicle doors.
2.	Plan the operation before starting work. a. Method of removing door b. Impact of related systems (side-impact protection system and electrical components)
3.	Isolate the door from other systems if necessary. a. Disconnect battery to isolate electric windows, door locks, speakers, and other electric equipment in doors
4.	Prepare the area for operation of spreaders by creating a purchase point with the spreaders or a halligan bar.
5.	Insert the spreader's tips between door and pillar aligned square with pressure points. Pry outward to pop the door open.
6.	Cut the hinges and with handheld wire cutters cut any wires connected to the door.
7.	Move the door to area where it will not endanger others or interfere with operations.

Task Steps	
Roof Removal (Flap)	
1.	Confirm order with officer to remove roof.
2.	Plan the operation (method of removing roof) before starting work.
3.	Check the area in which the work is to be done.
4.	Remove the windshield only if absolutely necessary to gain access to patient.

Task Steps	
Roof Removal (Flap)	
5.	Remove the trim from all of the posts to check for seatbelt pretensioners and air bag cylinders. Cut all wires inside the posts.
6.	Tool operator: Cut both A and B roof posts using tools as close to the vehicle roof as is practical.
7.	Tool operator: Use a hydraulic tool to cut the roof just behind the B post on both sides.
8.	Tool operator and assistance team: Place a flat tool across the roof at the cuts and push up on the front of the roof bending it iver the top of the rear part of the roof.

Task Steps	
Roof Removal	
1.	Confirm order with officer to remove roof.
2.	Plan the operation (method of removing roof) before starting work.
3.	Check the area in which the work is to be done.
4.	Remove the windshield only if absolutely necessary to gain access to patient.
5.	Remove the trim from all of the posts to check for seatbelt pretensioners and air bag cylinders. Cut all wires inside the posts.
6.	Tool operator: Cut all roof posts using tools as close to the vehicle roof as is practical.
7.	Tool operator and assistance team: Position four firefighters, one near each A post and one near each C post.
8.	Tool operator and assistance team: Lift the roof using legs, not back and avoid twisting motions.
9.	Tool operator and assistance team: Move the roof to an area in which it will not endanger others or interfere with operations.

Task Steps	
Prepare Vehicle for Steering Wheel and Column Removal	
1.	Confirm order with officer to prepare vehicle.

Task Steps	
Prepare Vehicle for Steering Wheel and Column Removal	
2.	Plan the operation before starting work. a. Determining method of moving steering wheel b. Determining impact of related systems (supplemental restraint system and electrical components)
3.	Isolate the steering column and wheel from other systems if necessary. a. De-energize supplemental restraint system per manufacturer's instructions b. Disconnect battery to isolate ignition system, horn, wipers, lights, and other electric equipment connected to steering column
4.	Remove the windshield or roof if necessary to gain access to steering column or steering wheel.
5.	Check the area in which the work is to be done.
6.	Place two 4X4 pieces of cribbing going from the hood to the dash about 12 inches apart and third piece of 4X4 cribbing on top and perpendicular to the initial pieces.
7.	Place a piece of 4X4 cribbing near the front of the vehicle parallel to the third piece.
7.	Attach a tow chain securely to the steering column.
8.	Run the chain over the third piece of cribbing and attach it to one tong of a hydraulic spreader. Ensure the spreader is fully extended.
9.	Attach a second tow chain to the frame of the vehicle near the front. Run the chain forward and up and over the fourth piece of cribbing, attaching it to the second tong on the spreader.
10.	Close the hydraulic spreader. This will pull the steering column up, removing it and the steering column.

Task Steps	
Displace Dashboards	
1.	Confirm order with officer to displace the dashboard.
2.	Plan the operation before starting work by determining the method of removing the roof and the positioning of equipment.
3.	Remove windshield.

Task Steps	
Displace Dashboards	
4.	Equipment operators and assistance team: Move or remove roof.
5.	First cut into the fender to access the unibody underneath.
6.	Make a cut into the vehicles crumple zone.
7.	Make a relief cut in A post. a. Using hydraulic shears or reciprocating saw b. At base of A post on each side of vehicle c. At approximately 45-degree angle into frame or rocker panel d. No more than halfway through frame or rocker panel
8.	Position the extension rams or other tools to move dashboard.
9.	Operate tools until dashboard is moved clear of passengers.
10.	Place cribbing or block in the relief cut to hold dashboard in displaced position, one on each side of vehicle.
11.	Remove the tools by relieving pressure.

M-82

Service and maintain portable power plants and lighting equipment. ***(NFPA® 1001, 6.5.4)***

Directions

For this skills evaluation checklist, students will service and maintain portable power plants and lighting equipment. Equipment and materials used in your department may differ slightly from this skill sheet. Remind students to always follow the manufacturer's instructions when using any equipment. Inform students that they should report any damage or problems found to the appropriate person. Damaged electrical cords should be removed from service.

Equipment & Materials

- Portable power plant (generator or hydraulic power unit)
- Manufacturer's maintenance and service guides for each piece of equipment
- Equipment manufacturer's recommended oil
- Lighting equipment

- Equipment manufacturer's recommended fuel
- Spark plug gap gauge
- Drain pan
- Spare light bulbs appropriate to lights being tested
- Gloves
- Shop cloth

Skills Evaluation Checklist

Task Steps	
1.	Inspect equipment spark plug for damage, corrosion, carbon accumulation, or cracks in porcelain.
2.	Inspect spark plug wire and tighten connection, if needed.
3.	Replace equipment spark plug with spark plug recommended by manufacturer, and set to correct gap if inspection reveals damage or nonconformity.
4.	Check equipment carburetor, reporting any leaks found.
5.	Replace remaining fuel with fresh if fuel is three weeks old or older, and discard old fuel in approved manner and receptacle. a. If fuel stabilizer used then disregard this step.
6.	Check fuel level and fill with fuel as necessary.
7.	Check oil level.
8.	Replenish oil as necessary.
9.	Inspect all electrical cords for frayed or damaged insulation or missing or bent prongs.
10.	Test operation of lighting equipment. a. Connect one light at a time to generator. b. Turn on generator. c. Avoid looking directly at lighted bulbs.
11.	Replace light bulbs as necessary. a. Shut off power before removing bulb. b. Wear gloves to keep skin oil off bulbs.
12.	Discard faulty bulbs in the approved manner and in a receptacle.
13.	Clean work area and return equipment to proper storage, lifting properly to

	avoid back strain.
14.	Document service date and maintenance performed.

M-83

Assist rescue teams. ***(NFPA® 1001, 6.4.2)***

Directions

For this skills evaluation checklist, you will ask students to retrieve several pieces of equipment. Students will need to make sure they understand the name and quantity of equipment that is being requested. After being given the task, students should proceed to the equipment and tool storage area and select and carry the tool/equipment back to the appropriate location. For heavier equipment, assistance will be provided

You should place various equipment and tools on a large salvage cover. Position yourself in a remote location (simulate rescue site) and request equipment using the handheld radio. You should, using a handheld radio, provide the firefighter with at least three separate pieces of equipment to identify, locate and carry properly to the assigned location. Provide additional firefighters for heavy equipment.

It is not important for every piece of special rescue equipment to be identified and understood at the FFII level. However, students should be familiar with the most important kits, bags, tools, etc. For instance, if a Rope Rescue Technician asks the firefighter to retrieve a bag of rescue hardware that contains carabiners, descenders and brake bars, they should be able to quickly and accurately retrieve or locate that bag.

Equipment & Materials

- EMS equipment (i.e. KED, Trauma Kit, BLS kit, etc.)
- Confined space equipment
- Rope rescue hardware (i.e. carabiners, descenders, ascenders, pulleys)
- Life safety rope
- Rope rescue helmets
- Trench rescue equipment
- Nylon webbing
- Personal floatation device
- Rapid Intervention Team Packs
- Swift water rescue equipment

- Rope rescue harness
- Protective clothing
- Ice rescue equipment
-

Note: These are suggestions and none of this equipment is required to perform this skill.

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to assist rescue teams.
2.	Gather tools and equipment as directed.
3.	Provide assistance as requested or directed to rescue team members.
3.	Establish and mark scene barriers
4.	Maintain situational awareness.
5.	Report to officer completion of assigned task.

Hose
M-84

Service test fire hose (*NFPA® 1001, 6.5.5)*

Directions

For this skills evaluation checklist, students will service test fire hose.

****It is permissible to NOT bring the hose up to test pressure for this skill. However, all students must set up a hose test, charge the hose and perform all steps in the 50 psi test procedure. The hose should be brought up to normal operating pressure during the service test portion.****

Equipment & Materials

- Hose sections
- Spanner wrench
- Rope, hose rope tool, or hose strap
- Test gate valve
- Chalk or pencil
- Stopwatch
- Apparatus
- Water supply

Skills Evaluation Checklist

Task Steps	
1.	Perform a visual inspection of all hose, couplings and linings prior to the test. Take any hose that fails out of service.
2.	Identify the service test pressure and ensure all hose coupled together has the same test pressure.
3.	Connect a number of hose sections (check the gaskets before connecting) into test lengths of no more than 300 feet (100 m) each.
4.	Draw a line around each section at the couplings and a perpendicular line that crosses onto the coupling.
5.	Cap the last male coupling with either a bleeder cap of nozzle. Make sure that that the ends of the hose are secured.
6.	Use a spanner to tighten the connections between the sections.
7.	Connect an open test gate valve to each discharge valve.
8.	Use a spanner to tighten each connection.
9.	Connect a test length to each test gate valve.
10.	Use a spanner to tighten each connection.
11.	Fill each hoseline with water with a pump pressure of 50 psi (350 kPa) or to hydrant pressure and bleed the air out of each line.
12.	Hold nozzles above the level of the pump discharge to permit all the air in the hose to discharge.
13.	Discharge the water away from the test area.
14.	Close the nozzles after all air has been purged from each test length.
15.	Check that all hose is free of kinks and twists and that no couplings are leaking. Any length found to be leaking from BEHIND the coupling should be taken out of service and repaired before being tested.
16.	Retighten any couplings that are leaking at the connections. If the leak cannot be stopped by tightening the couplings, depressurize, disconnect the couplings, replace the gasket, and start over at Step 11. Any hose that fails the 50 psi test shall be taken out of service, repaired or condemned.
17.	Close each hose test gate valve.
18.	Increase the pump pressure to the required test pressure given in NFPA 1962.
19.	Closely monitor the connections for leakage as the pressure increases.

Task Steps	
20.	Maintain the test pressure for the time specified in your departmental SOP.
21.	Inspect all couplings to check for leakage (weeping) at the point of attachment.
22.	Slowly reduce the pump pressure after 3 minutes.
23.	Close each discharge valve.
24.	Disengage the pump.
25.	Open each nozzle slowly to bleed off pressure in the test lengths.
26.	Break all hose connections and drain water from the test area.
27.	Observe marks placed on the hose at the couplings. If a coupling has moved during the test, tag the hose section for recoupling. Tag all hose that has leaked or failed in any other way.
28.	Record the test results for each section of hose.

Fire Streams
M-85

Place a foam line in service using an In-line eductor. *(NFPA® 1001, 6.3.1)*

Directions

For this skills evaluation checklist, students will place a foam line in service. To provide a foam stream, the firefighter or apparatus driver must be able to correctly assemble the components of the system. The following procedure describes the steps for placing a foam line in service.

Equipment & Materials

- Full protective clothing including SCBA
- One pumper
- Foam educator or Pro/Pak
- Hose and nozzle with compatible eductor
- Two buckets of foam concentrate
- Water supply

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to place line in service.

2.	Select the proper foam concentrate for the burning fuel involved.
3.	Place the foam concentrate at the eductor.
4.	Open enough buckets of foam concentrate to handle the task.
5.	Check the eductor and nozzle for hydraulic compatibility (rated for the same flow).
6.	Adjust the eductor metering valve to the same percentage rating as that listed on the foam concentrate container.
7.	Attach the eductor to a hose capable of efficiently flowing the rated capacity of the eductor and the nozzle.
8.	Attach the attack hoseline and desired nozzle to the discharge end of the eductor. Avoid kinks in the hose.
9.	Place the eductor suction hose into the foam concentrate.
10.	Open nozzle fully.
11.	Increase the water-supply pressure to that required for the eductor. Be sure to consult the manufacturer's recommendations for the specific eductor.
12.	Report to officer completion of assigned task.

or

Task Steps Pro/Pak	
1.	Confirm order with officer to place line in service.
2.	Select the proper foam concentrate for the spilled fuel involved.
3.	Connect water supply to the inlet of the Pro/Pak.
4.	Ensure the foam fill tank is full to the bottom of the fill port.
5.	Connect discharge hose and nozzle.
6.	Adjust the percentage knob to the same percentage rating that is recommended by the foam concentrate manufacturer.
7.	Report to officer status or completion of assigned task.

Fire Control
M-86

Extinguish an ignitable liquid fire. ***(NFPA® 1001, 6.3.1)***

Use Foam to blanket a spill. ***(NFPA® 1001, 6.3.1)***

Directions

A team of firefighters, while wearing full PPE and SCBA, will apply foam to a Class B fire and extinguish. You may give students a common hydrocarbon liquid or polar solvent. Students should be prepared to select the correct foam type and set or request the correct foam percentage. Inform each firefighter of their position and tasks to perform. A safety officer should check each student's gear before you enter the danger zone.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Class B fire prop
- Hand lines appropriate for the size of prop
- Attack line supplied by a separate water source
- Back-up line supplied by a separate water source
- Foam proportioning system
- Aspirating nozzles and/or attachments
- Accountability system
- Handheld radios

Skills Evaluation Checklist

Task Steps	
Grade Level Fire Attack	
1.	Confirm order with officer to extinguish fire.
2.	Size up incident scene for hazards.

	a. Fire conditions b. Type of fuel c. Wind conditions d. Escape route
3.	Verify foam type and concentration are appropriate for fuel and fire conditions.
4.	Verify attack line is functioning and ready for attack.
5.	Extend hoseline to point of fire attack. a. Upwind and uphill if possible b. Team works in unison and advances using a shuffling step c. Able to apply stream as needed
6.	Extinguish fire by applying foam solution as directed. a. Rain down method b. Bank down method c. Roll on method
7.	Maintain situational awareness.
8.	When retreating the last team members falls back 20 feet to manage the hoseline and the remaining team members follow the cadence of the officer using a shuffling step.
9.	Report to officer completion of assigned task.

Task Steps	
Fuel Spill	
1.	Confirm order with officer to blanket spill.
2.	Size up incident scene for hazards. a. Type of fuel b. Wind conditions c. Escape route
3.	Verify foam type and concentration is appropriate for fuel.
4.	Verify attack line is functioning and ready for attack.
5.	Extend hoseline to point of spill. a. Upwind and uphill if possible b. Team works in unison and advances using a shuffling step

	c. Able to apply stream as needed
6.	Blanket spill by applying foam solution as directed. a. Rain down method b. Bank down method c. Roll on method
7.	Maintain situational awareness.
8.	When retreating, the last team members falls back 20 feet to manage the hoseline and the remaining team members follow the cadence of the officer using a shuffling step.
9.	Report to officer completion of assigned task.

M-87

Control a pressurized flammable gas container fire. ***(NFPA® 1001, 6.3.3)***

Directions

For this skills evaluation checklist, students will control a pressurized flammable gas container fire. Students must work as a team with nine firefighters when performing this skill; three on the attack line and three on each protective cover line. You should inform students of their positions for the evaluation.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

During Step 5, if firefighters are unable to push flame away from the valve, the attack team should withdraw immediately to a safe location and continue to cool the container.

****If you do not have LPG props for the completion of this skill contact your district representatives or the Fire Academy Training System staff to schedule the use of the propane props.****

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Flammable gas cylinder fire prop set up and monitored according to NFPA 1403®. The NFPA® does not indicate the minimum size or number of fires involving this type of fire
- Adequate hand lines to achieve all objectives
- Attack line (separate water source)
- Back-up line (separate water source)
- Handheld radios

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to extinguish fire.
2.	Size up incident scene for hazards. a. Fire conditions b. Type of fuel c. Integrity of container d. Wind conditions e. Escape route and safe haven f. Verify water supply is adequate
3.	Deploy two hoselines 1 3/4" minimum. a. Bleed air from hoselines b. Ensure adequate hoseline to reach container
4.	Cool cylinder or storage tank. a. Apply straight stream to container concentrating on the vapor space b. Ensure flames are not extinguished until the leak has been stopped
5.	Extend hoselines to isolate control valve. a. Approach upwind and uphill b. Advance in a coordinated fashion with the team leader between the two hoselines c. Approach container from the side

	d. Push flame away from valve with fog stream (30+ degree pattern)
6.	Maintain situational awareness if there is a loud hissing sound is heard immediately retreat from the area. The officer in charge will determine if a complete withdrawal is necessary or to continue to cool the tank from a distance.
7.	Use fog patterns to isolate the control valve and close control valve. a. Shut valve completely b. Report to officer that control valve is closed
8.	Cool container from safe distance. a. Withdraw hoselines and ensure hoseline teams face the container while retreating b. Apply straight stream to container
9.	Report to officer completion of assigned task.

M-88

Establish Incident Command and coordinate interior attack of a structure fire. ***(NFPA® 1001, 6.1.1.2, 6.2.2, 6.3.2)***

Directions

For this skills evaluation checklist, a team of firefighters, while wearing full PPE and SCBA, will perform various duties at the direction of the person in command (student). Provide students with a basic scenario that involves a fire in a residential structure. The student will need to assume command, coordinate tasks, and maintain command and control of incident until transfer of command is requested by a higher ranking member of the department (instructor).

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

****This skill can be completed simultaneously with the "Attack an Interior Fire" skill accomplished in the FF1 skill sheets or can be a simulated fire scene. ****

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Class A live fire building
- Hand lines
- Portable radios
- Forcible entry tools
- Ventilation tools and equipment
- Rescue and lighting equipment
- Salvage and overhaul tools and equipment
- Accountability system

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer.
2.	Size up incident scene on arrival. a. Fire conditions b. Type of occupancy c. Hazards d. Rescue potential
3.	Transmit initial report over radio. a. Situation found b. Actions to be taken/assignments made c. Command status
4.	Establish Incident Command. a. Place and name of Command
5.	Identify incident objectives and strategies. a. Determine the location of the fire, select the attack technique based on location and assign teams b. Coordinate forcible entry, search and rescue, ventilation and fire attack activities c. Forecast fire growth and communicate this with interior crews
6.	Assign available resources to tasks. a. RIT assigned if required b. Verify understanding of assignments

Task Steps	
7.	Maintain communication with incident teams. a. Determine and report hazards as the incident progresses b. Identify team needs c. Secure resources and give assistance as needed
8.	Transfer command to the first arriving chief officer and notify all units of the transfer.

Fire Scene Evidence
M-89

Protect evidence of fire cause and origin. ***(NFPA® 1001, 6.3.4)***

Directions

For this skills evaluation checklist, students will protect evidence of fire cause and origin. Provide students with a scenario that provides information about the nature of the evidence. Inform students that they and other firefighters are performing overhaul tasks in a structure fire when they notice evidence of fire cause. Students must identify and protect this potential evidence from further damage so that a trained investigator can determine its value.

****Students should walk through the fire area (or simulated fire area) and explain what they are looking for as specified in the task steps. Instructors should place evidence so students can gather it and explain the evidence procedures. If possible this can be completed in conjunction with the fire attack skills. ****

Equipment & Materials

- Paper and pencil or pen
- Camera
- Cardboard boxes
- Plastic sheeting
- Items that may indicate fire cause (both intentional and non intentional evidence)
- Tools necessary to conduct investigation

Skills Evaluation Checklist

Task Steps	
1.	Determine the Area of Origin, Fire Cause and Protect potential evidence. a. Avoid touching, disturbing, or tramping on evidence and preserve the area of origin and fire cause if possible b. Avoid using excessive water during extinguishment once fire is under control and evidence has been identified c. Leave evidence in place unless it must be moved to preserve it
2.	Preserve evidence as necessary. a. Move evidence only as necessary to preserve it b. Provide security for the evidence until an investigator is available
3.	Move evidence as necessary. a. Avoid damage to evidence b. Provide security for the evidence until an investigator is available
4.	Record information about evidence. a. Document information about location and appearance of evidence if it must be moved or cannot be preserved b. Initiate chain of custody record if control of evidence is turned over to anyone else
5.	Provide evidence and records to investigator before leaving incident site.

Communications
M-90

Create an incident report. ***(NFPA® 1001, 6.2.1)***

Directions

For this skills evaluation checklist, students will create an incident report. You may choose to make up several situations for students. Students should follow any policies of your local department for creating incident reports.

Equipment & Materials

- Incident report form, pen and/or pencils
- Computer (if necessary)

Skills Evaluation Checklist

Task Steps	
1.	Gather notes and other information on the incident. a. Times b. Occupant information c. Unit(s) and personnel involved d. Actions taken e. Outcome of incident, e.g. fire loss, cause, etc.
2.	Record information on incident report form (written or electronic version) used by department. a. All pertinent information fields completed and determine any codes necessary b. Information is accurate
3.	Review incident report and make corrections or revisions as needed.
4.	Finalize and process report according to department policy. a. Signature b. Save electronic report c. File or forward as appropriate

Fire Prevention and Public Education
M-91

Prepare a pre-incident survey. ***(NFPA® 1001, 6.5.3)***

Directions

For this skills evaluation checklist, students will prepare a preincident survey. Pre-incident survey procedures are usually considered the most important activity — aside from fire fighting — performed by firefighters. A carefully planned survey program carried out by well-trained personnel can reduce the loss of life and property should an emergency occur.

Equipment & Materials

- Coveralls for crawling into attics and confined spaces
- Hard hat
- Steel-toed shoes
- Clipboard and inspection forms
- Pencils and paper for preparing sketches
- 50-foot (15 m) tape measure

- Eye protection
- Gloves
- Pitot tubes and gauges for water flow tests
- Building or structure from which to prepare survey
- Flashlight
- Camera
- Copy of fire code and inspection manuals

Skills Evaluation Checklist

Task Steps	
1.	Contact the business owner or manager to gain permission to conduct the survey. a. Emergency contact information b. Correct address
2.	Record initial observations of the outside of the building. a. Number and location of fire hydrants, fire department connections, fire alarm boxes, etc. b. Type of building construction and materials c. Types of exposures d. Access and egress from the site e. Occupancy of building f. Any construction or environmental features which could negatively impact fire suppression
3.	Prepare a sketch of the building, streets, hydrants, etc.
4.	Calculate and record hydrant fire flow.
5.	Survey the interior of the building beginning on the lowest floor or roof.
6.	Record any features or conditions related to life safety and fire suppression. a. Location of fire protection systems, alarm panel, control valves, standpipes, etc. b. Location of exit stairwells, corridors, doors, etc. c. Hazardous operations, equipment, or materials d. Electrical control panels e. Life safety risks f. Roof access g. Potential ventilation openings

Task Steps	
	h. Elevators i. High value content or merchandise
7.	Draw floor plan of building to include all pertinent information from Step 6.
8.	Discuss results of survey with owner/manager. a. Thank manager for allowing fire department to conduct survey b. Offer to provide a copy of the preincident plan for the building's underwriter c. Comment on favorable conditions found d. Answer any questions
9.	Disseminate completed preincident plan to other companies and stations according to local protocols.

M-92

Conduct a fire station tour. ***(NFPA® 1001, 6.5.2)***

Directions

For this skills evaluation checklist, students will conduct a fire station tour. Inform students beforehand of the specific audience for the tour.

Equipment & Materials

- Written materials and/or handouts

Skills Evaluation Checklist

Task Steps	
1.	Determine characteristics of the group touring the station. a. Age of group b. Developmental characteristics c. Number of visitors d. Purpose of visit
2.	Select appropriate fire safety message(s) to be presented during the tour. a. Messages appropriate for the group
3.	Select written materials, handouts, etc. to be distributed during the tour.

	a. Information supports the message(s) from Step 2
4.	Reconfirm the date and time of the tour with the group point of contact. a. Contact at least one shift prior to visit b. Inform officer and crew members about tour
5.	Inspect station in preparation for the tour. a. Remove any safety hazards b. Clean station and apparatus
6.	Welcome the group to the station. a. Inform group of tour rules

M-93

Make a fire and life safety presentation. ***(NFPA® 1001, 6.5.2)***

Directions

For this skills evaluation checklist, students will make a fire and life safety presentation. You may choose to assign specific topics or have students select from a list of fire and life safety topics. Remind students that presentations should be directed toward the specific audience that you have identified for the presentation.

Equipment & Materials

- Lesson outline for presentation
- Appropriate equipment and materials for presentation

Skills Evaluation Checklist

Task Steps	
1.	Determine the audience and fire or life safety topic to be taught. a. Topic is appropriate for the audience
2.	Select location, date, and time for the presentation.
3.	Review lesson outline and obtain necessary equipment and materials.
4.	Notify the group or audience of the presentation details. a. Notification reaches audience or group prior to the date of the presentation

5.	Conduct the presentation according to the lesson outline. a. Educational methods used are developmentally appropriate b. All steps in outline are followed c. Questions are answered d. Participants are engaged by the presentation
6.	Return equipment and materials according to department policy.
7.	Record information about presentation in appropriate department database.

M-94

Conduct a fire safety survey in an occupied structure. *(NFPA® 1001, 6.5.1)*

Directions

For this skills evaluation checklist, students will conduct a residential fire safety survey. Residential fire safety surveys may be part of a house-to-house fire prevention program, or they may be conducted on an individual basis when requested. Remind students that residential fire safety surveys are fire prevention activities, not code enforcement activities.

Equipment & Materials

- Fire prevention and safety literature
- Clipboard/paper, writing implement
- Structure to use for survey

Skills Evaluation Checklist

Task Steps	
1.	Gather equipment and informational materials required to conduct the survey.
2.	Contact the occupant. a. Approach residence on sidewalk or entryway. b. Respect all notices and signs such as 'No Soliciting'. c. Avoid dangerous situations such as possible dog bites.
3.	Explain the purpose and benefits of the survey to the resident. a. Emphasis on voluntary nature of survey

	b. Explain reason for survey.
4.	Conduct survey of the ~~residence~~ occupancy. a. Survey all areas of the occupancy. b. Take notes of hazards identified.
5.	Identify fire hazards and recommend appropriate solutions to the resident. a. Explain the nature of the hazard. b. Explain solution(s) to the hazard. c. Correct the hazard immediately, if possible. d. Mount smoke alarms, if needed.
6.	Discuss general fire safety information with the occupant. a. Address ~~home~~ escape planning, maintenance of smoke alarms, storage of flammable and toxic liquids. b. Complete applicable reports c. Provide copies of reports to occupant.
7.	Conclude survey. a. Thank resident for cooperation. b. Review any issues that require follow-up by the department.
8.	Record information on the survey in appropriate department database.

Section II
Practical Skills Competency Profile

This section is to be completed by all candidates who desire to achieve State Certification. The competition of this section is proof that all candidates have shown competence in the requisite skills for each JPR in NFPA 1001. A Lead Instructor shall sign this portion as verification. An Instructor shall be identified for each individual skill along with the date the training was completed.

Practical Skills Competency Profile

Student Name (Last, First, MI)		PSID Number	
Fire Department / Agency		IDHS Course Number	

Firefighter I Skills

Firefighter Safety and Health	Training Date	Instructor Name
Respond to an incident, correctly mounting and dismounting an apparatus *(NFPA® 1001,*5*.3.2)*		
Set up and operate in work areas at an incident using traffic and scene control devices. *(NFPA® 1001, 5.3.3)*		
PPE/SCBA	**Training Date**	**Instructor Name**
Don PPE and SCBA and prepare for emergency scene use.. *(NFPA® 1001, 5.1.1.2)*		
Doff PPE and SCBA and prepare for reuse. *(NFPA® 1001, 5.1.1.2)*		
Inspect PPE and SCBA for use at an emergency incident. *(NFPA® 1001, 5.5.1)*		
Clean and sanitize PPE and SCBA. *(NFPA® 1001, 5.5.1)*		
Perform emergency operations procedures for an SCBA. *(NFPA® 1001, 5.3.1)*		

Exit a constricted opening while wearing standard SCBA. *(NFPA® 1001, 5.3.9)*		
Change an SCBA cylinder — One-person method. *(NFPA® 1001, 5.3.1)*		
Change an SCBA cylinder — Two-person method. *(NFPA® 1001, 5.3.1)*		
Extinguishers	**Training Date**	**Instructor Name**
Operate a water extinguisher. *(NFPA® 1001, 5.3.16)*		
Operate a dry chemical (ABC) extinguisher. *(NFPA® 1001, 5.3.16)*		
Operate a carbon dioxide (CO_2) extinguisher. *(NFPA® 1001, 5.3.16)*		
Rope and Knots	**Training Date**	**Instructor Name**
Inspect, clean, and store rope. *(NFPA® 1001, 5.5.1)*		
Tie the single overhand knot. *(NFPA® 1001, 5.1.2)*		
Tie a bowline. *(NFPA® 1001, 5.1.2)*		
Tie a clove hitch. *(NFPA® 1001, 5.1.2)*		
Tie a clove hitch around an object. *(NFPA® 1001, 5.1.2)*		

Tie a figure eight. *(NFPA® 1001, 5.1.2)*		
Tie a figure-eight bend. *(NFPA® 1001, 5.1.2)*		
Tie a figure eight on a bight. *(NFPA® 1001, 5.1.2)*		
Hoist an axe and Pike Pole. *(NFPA® 1001, 5.1.2)*		
Hoist a dry hoseline. *(NFPA® 1001, 5.1.2)*		
Hoist a charged hoseline. *(NFPA® 1001, 5.1.2)*		
Rescue/Extrication	**Training Date**	**Instructor Name**
Exit a hazardous area. *(NFPA® 1001, 5.3.5)* Rescue a Firefighter *(NFPA® 1001, 5.3.9)*		
Conduct a primary search Lite Scan search & Perimeter search. *(NFPA® 1001, 5.3.9)*		
Demonstrate the incline drag. *(NFPA® 1001, 5.3.9)*		
Demonstrate the webbing drag. *(NFPA® 1001, 5.3.9)*		
Illuminate the emergency scene. *(NFPA® 1001, 5.3.17)*		
Forcible Entry	**Training Date**	**Instructor Name**

Clean, inspect, and maintain hand tools and equipment. *(NFPA® 1001, 5.5.1)*		
Clean, inspect, and maintain power tools and equipment. *(NFPA® 1001, 5.5.1)*		
Force entry through an inward-swinging door — Two-firefighter method. *(NFPA® 1001, 5.3.4)*		
Force entry though an outward-swinging door — Wedge-end method. *(NFPA® 1001, 5.3.4)*		
Force entry through a window (glass pane). *(NFPA® 1001, 5.3.4)*		
Force entry through a wood-framed wall (Type V construction) with hand tools. *(NFPA® 1001, 5.3.4)*		
Ladders	**Training Date**	**Instructor Name**
Clean, inspect, and maintain a ladder. *(NFPA® 1001, 5.5.1)*		
Carry a ladder: One-firefighter low-shoulder method. *(NFPA® 1001, 5.3.6)*		
Carry a ladder — Two-firefighter low-shoulder method. *(NFPA® 1001, 5.3.6)*		
Tie the halyard. *(NFPA® 1001, 5.3.6)*		
Raise a ladder: One-firefighter method.		

(NFPA® 1001, 5.3.6)		
Raise a ladder — Two-firefighter flat raise. *(NFPA® 1001, 5.3.6)*		
Raise a ladder — Two-firefighter beam raise. *(NFPA® 1001, 5.3.6)*		
Deploy a roof ladder — One-firefighter method. *(NFPA® 1001, 5.3.6)*		
Pivot a ladder — Two-firefighter method. *(NFPA® 1001, 5.3.6)*		
Shift a ladder — One-firefighter method. *(NFPA® 1001, 5.3.6)*		
Shift a ladder — Two-firefighter method. *(NFPA® 1001, 5.3.6)*		
Leg lock on a ground ladder. *(NFPA® 1001, 5.3.6)*		
Assist a conscious victim down a ground ladder. *(NFPA® 1001, 5.3.9)*		
Select, carry, and raise a ladder properly for various types of activities. *(NFPA® 1001, 5.3.6)*		
Ventilation	**Training Date**	**Instructor Name**
Ventilate a pitched roof, flat roof and basement. *(NFPA® 1001, 5.3.12)*		
Ventilate a structure using horizontal		

hydraulic ventilation. *(NFPA® 1001, 5.3.11)*		
Water Supplies	**Training Date**	**Instructor Name**
Operate a hydrant. *(NFPA® 1001, 5.3.15)*		
Make soft-sleeve hydrant connection and connect to a hydrant for a forward and reverse lay *(NFPA® 1001, 5.3.15, 5.5.2)*		
Connect and place a hard-suction hose for drafting from a static water source. *(NFPA® 1001, 5.3.15)*		
Deploy a portable water tank. *(NFPA® 1001, 5.3.15)*		
Hose	**Training Date**	**Instructor Name**
Inspect and maintain hose. *(NFPA® 1001, 5.5.2)*		
Make a straight hose roll. *(NFPA® 1001, 5.5.2)*		
Couple a hose. *(NFPA® 1001, 5.3.10)*		
Uncouple a hose. *(NFPA® 1001, 5.3.10)*		
Make the flat hose load. *(NFPA® 1001, 5.5.2)*		
Make the preconnected flat hose load. *(NFPA® 1001, 5.5.2)*		
Advance the preconnected flat hose load. *(NFPA® 1001, 5.3.10)*		

Advance a line into a structure. *(NFPA® 1001, 5.3.10)*		
Advance a line up and down an interior and exterior stairway. *(NFPA® 1001, 5.3.10)*		
Advance an uncharged line up a ladder into a window. *(NFPA® 1001, 5.3.10)*		
Advance a charged line up a ladder into a window. *(NFPA® 1001, 5.3.10)*		
Extend a hoseline. *(NFPA® 1001, 5.3.10)*		
Replace a burst hoseline. *(NFPA® 1001, 5.3.10)*		
Operate a charged attack line from a ladder. *(NFPA® 1001, 5.3.10)*		

Fire Streams	Training Date	Instructor Name
Operate a solid stream nozzle. *(NFPA® 1001, 5.3.10)*		
Operate a fog-stream nozzle. *(NFPA® 1001, 5.3.10)*		
Fire Control	**Training Date**	**Instructor Name**
Attack a structure fire — Exterior attack. *(NFPA® 1001, 5.3.8)*		
Turn off building utilities. *(NFPA® 1001, 5.3.18)*		
Attack a structure fire - Interior attack grade, above grade and below grade levels. *(NFPA® 1001, 5.3.10)*		
Attack a passenger vehicle fire. *(NFPA® 1001, 5.3.7)*		
Attack a fire in stacked/piled materials. *(NFPA® 1001, 5.3.8)*		
Attack a ground cover fire. *(NFPA® 1001, 5.3.19)*		

Fire Suppression Systems	Training Date	Instructor Name
Operate a sprinkler system control valve. *(NFPA® 1001, 5.3.14)*		
Manually stop the flow of water from a sprinkler. *(NFPA® 1001, 5.3.14)*		
Connect hoseline to a sprinkler system FDC. *(NFPA® 1001, 5.3.14)*		
Loss Control	**Training Date**	**Instructor Name**
Clean, inspect, and repair a salvage cover. *(NFPA® 1001, 5.5.1)*		
Roll a salvage cover for a one-firefighter spread. *(NFPA® 1001, 5.3.14)*		
Spread a rolled salvage cover one-firefighter method. *(NFPA® 1001, 5.3.14)*		
Fold a salvage cover for a one-firefighter spread. *(NFPA® 1001, 5.3.14)*		
Spread a folded salvage cover — One-firefighter method. *(NFPA® 1001, 5.3.14)*		
Construct a catchall. *(NFPA® 1001, 5.3.14)*		
Construct a water chute with pike poles. *(NFPA® 1001, 5.3.14)*		
Locate and extinguish hidden fires. *(NFPA® 1001, 5.3.13)*		

Communications	**Training Date**	**Instructor Name**
Handle business calls and reports of emergencies. *(NFPA® 1001, 5.2.1, 5.5.2)*		
Use a portable radio for routine and emergency traffic. *(NFPA® 1001, 5.2.3)*		
Firefighter II Skills		
Rescue and Extrication	**Training Date**	**Instructor Name**
Service and maintain portable power plants and lighting equipment. *(NFPA® 1001, 6.5.4)*		
Extricate a victim trapped in a motor vehicle. *(NFPA® 1001, 6.4.1)*		
Assist rescue teams *(NFPA® 1001, 6.4.1)*		
Hose	**Training Date**	**Instructor Name**
Service test fire hose. *(NFPA® 1001, 6.5.5)*		
Fire Stream	**Training Date**	**Instructor Name**
A foam line in service — In-line eductor. *(NFPA® 1001, 6.3.1)*		
Fire Control	**Training Date**	**Instructor Name**
Extinguish an ignitable liquid fire and Blanket a Spill. *(NFPA® 1001, 6.3.1)*		
Establish Incident Command and coordinate		

interior attack of a structure fire. *(NFPA® 1001, 6.1.1.2, 6.2.2, 6.3.2)*		
Control a pressurized flammable gas container fire. *(NFPA® 1001, 6.3.3)*		
Fire Scene Evidence	**Training Date**	**Instructor Name**
Protect evidence of fire cause and origin. *(NFPA® 1001, 6.3.4)*		
Communications	**Training Date**	**Instructor Name**
Create an incident report. *(NFPA® 1001, 6.2.1)*		
Fire Prevention and Public Education	**Training Date**	**Instructor Name**
Prepare a preincident survey. *(NFPA® 1001, 6.5.3)*		
Conduct a residential fire safety survey. *(NFPA® 1001, 6.5.1)*		
Make a fire and life safety presentation. *(NFPA® 1001, 6.5.2)*		
Conduct a fire station tour. *(NFPA® 1001, 6.5.2)*		
This competency profile is intended to be used as a record of a student's performance of each skill listed and its associated NFPA 1001 2008 edition objective. This sheet should be used for the instruction of the student; however, the Instructor should refer to the IDHS Practical Skills Sheets and NFPA standards for additional guidance on the proper completion of the demonstrated skill. **Students should place a copy of this document in their departmental training file.** REPORT ANY ERRORS OR PROBLEMS TO THE IDHS TRAINING SECTION 317-508-9165		

LEAD INSTRUCTOR CERTIFICATION OF SKILLS

I certify that the student identified on this form has been trained and successfully completed all practical skills listed. Falsification of this information may result in disciplinary action against the Instructor by the Board of Fire Fighter Personnel Standards and Education.

Name		Signature	
PSID Number		Date	

Section III

Practical Skills Examination Procedure

FIREFIGHTER I/II
LEAD EVALUATOR HANDBOOK

Overview

The Firefighter I/II Practical Skills Final Examination is designed to test a candidate's ability to show competency by simulating response conditions. This is accomplished by taking a group of skills contained in the Firefighter I/II Skills Handbook (the skills identified to meet the minimum standard of NFPA 1001 2008 Edition) and constructing them into various scenarios. All available scenarios will be placed on the IDHS and Indianafiretraining.com website. Instructors shall familiarize themselves with the scenarios and are encouraged to use them during the skills portion of the class. Candidates shall also familiarize themselves with the scenarios so they have a clear understanding of the examination process. It must be understood that any of the skills contained in the Firefighter I/II Skills Handbook can be used in the scenarios for final practical examination purposes. The scenarios will be periodically revised or replaced to ensure credibility. Candidates must therefore be prepared to test on any practical skill required.

The scenarios attempt to represent an actual emergency response and the candidates represent a company with the evaluator handing out the team assignments. The purpose of this approach is to allow the candidates to understand how all of the individual pieces taught are put together. This also allows candidates to test on a wide variety of skills that is a fair representation of all available skills. With this in mind it must be understood that some of the scenarios will not be representative of how company assignments are handed out for a specific fire department. For instance, salvage operations in some organizations may be a truck company assignment but for the scenario it may be assigned to an engine company. Another example is a scenario is set up for a truck company operation and your organization does not operate truck companies. In either case keep in mind that emergency response requires that its members have the ability to adapt to changing conditions.

Test Validity and Reliability

The IFTS ensures test validity by referencing each test evolution to the appropriate NFPA standard(s) and dedicated reference material(s). Only certified fire service instructors are permitted to evaluate test evolutions. Additionally, the Indiana Board of Firefighting Personnel Standards and Education shall approve all practical skills. Reliability is evaluated as each examination is conducted and statistics are compiled. Based upon periodic review, evolutions are retained, redesigned or removed from the test.

Examination Administration Guidelines

Practical skills examinations shall be administered only to individuals who meet all prerequisites.

All practical skill examination evolutions will be available on the IDHS and Indianafiretraining.com websites. Instructors are urged to use these evolutions during training.

Fire Fighter I and II Practical Skills Examinations shall only be conducted at sites where all necessary examination props are available. The minimum equipment necessary is listed below

- One or two story facility capable of laddering and climbing in and out of windows
- FF Safety & Survival Prop
- Vertical Ventilation Prop
- Wall Prop
- Window Prop
- Forcible entry prop
- Entanglement prop
- Two Engines 500+ Gallon 1000+ GPM (fully equipped with at least a 24' extension ladder, roof ladder, 400' 1 3/4" hose, 300' supply hose, forcible entry tools, ventilation saw, 100' utility rope, pike poles, a pick head axe, gated wye and a siamese)
- Hydrant or Drop Tank (Fold A Tank)
- Sprinkler head prop
- Training foam/detergent and the equipment necessary to produce a foam fire stream
- DOT Emergency Response Guidebook

Registration of the examination shall be the responsibility of the Lead Instructor and shall be completed within thirty (30) days prior to the examination date.

The Lead Evaluator shall contact IFTS staff via email at least fifteen (15) days before the examination date for scenario assignments. The Lead Evaluator shall not communicate the scenario assignments to anyone until the day of the evaluation. The Lead Evaluator is responsible for ensuring all necessary props are in place prior to the examination date.

Only the Evaluators and Lead Evaluator will be involved in the administration of practical skills certification examinations. Evaluators shall not have been the candidate's instructor(s) for the skills they are evaluating. The Lead Evaluator shall not have taught any portion of the class.

The Lead Instructor should be present for the examination to assist in providing remedial training to candidates who are unsuccessful in the completion of a skill station or to assist the Lead Evaluator as necessary.

Registration information for candidates from challenges, retests, or from districts other than the test site district shall be forwarded to the Lead Evaluator at least 2 weeks prior to the scheduled examination. The Lead Evaluator shall determine if additional candidates will be able to take the exam.

The Lead Evaluator shall monitor registration for the practical skills examination.

Candidates reporting to the examination site shall have all equipment and/or materials necessary to participate including personal protective equipment (PPE), and self-contained breathing apparatus (SCBA). In addition all candidates must present a completed Practical Skills Competency Profile (all skills signed off and the document signed by the Lead instructor) to the Lead Evaluator prior to being eligible to participate in the Final Skill Examination. The only exception to this will be if the Lead Instructor notifies the Lead Evaluator prior to the exam date and verifies the Practical Skills Competency Profiles are completed for his/her students. This notification shall be in writing and it is up to the Lead Evaluator to determine if this is acceptable. The Lead Evaluator shall send a written acknowledgement to the Lead Instructor.

Facial hair requirements of NFPA Standard 1500 and 29 CFR 1910.134 (q)(1) shall be followed in certification practical skills examinations which contain a SCBA use requirement.

Candidates shall provide photo ID for verification upon arrival at the test site.

Any individual whose name does not appear on the roster or does not have required paperwork will not be permitted to participate in the examination unless approved by the Lead Evaluator.

All exams shall be graded on a pass/fail basis.

Candidates shall be graded on an individual basis for all non-team related skills such as PPE and SCBA. Candidates will be graded as a two person team for all team related skills such as live fire attack, search and rescue. In the event of a team failure team members may be split up for the retest but this is not a requirement. If one student cannot complete a scenario due to injury, physical inability or capability another person may be substituted to allow the other team member to complete the scenario. The substituted person can be another

student that is not currently engaged in an examination scenario, an instructor, evaluator or fire department personnel that is present. The substituted person shall not be the lead person in the evolution and cannot provide instruction to the testing candidate. If it is determined to use a substitute the Lead Evaluator shall make detailed documentation of why the substitution was necessary.

Each candidate will complete three (3) full scenarios comprised of two (2) team evolutions each that are designated by an (a) or (b) after the scenario number. This makes a total of six (6) graded scenarios that candidates will be evaluated on. Each evolution is graded independently so if candidates are completing Scenario 1 and fail the skills assigned to 1a and pass 1b they only need to retest on 1a to pass Scenario 1. In addition, all candidates must complete the independent Skill Sheet during the examination. This is accomplished while students are getting equipment and apparatus back in service at the end of each scenario.

On the scenario skill sheet there are portions of the scenario considered to be critical fail points. All of these are noted on the scenario skill sheet. Any student or team that fails a portion that is considered as critical they automatically fail that team evolution and must complete that team evolution during a retest (as long as they remain eligible for a retest. If a candidate or team that fails an individual skill that is not noted as a critical skill then they only need to complete that individual skill and not the entire team evolution. For instance, a team fails a ladder raise, since that skill is considered to be critical they will complete the entire team evolution. If a candidate or team fails to construct a water chute since it is not considered to be critical they only need to construct a water chute to pass the scenario. However if a candidate or team fails numerous individual skills contained in a team evolution they should complete the entire team evolution as a retest even if none of failed skills are critical.

Candidates will be allowed to retest the same day per the retest allowance for the pertinent certification category and/or level. Lead Evaluators will only conduct such retests after all other candidates have completed testing. A different Evaluator observed by the Lead Evaluator shall conduct retesting. If the candidate fails a retest they must complete the entire Final Skills Examination on a future date.

Candidates failing more than two (2) skills for the pertinent certification category and/or level are required to complete a retest at a future date.

The rules for each certification category and/or level exam shall be followed in their entirety.

Practical skills examinations will be conducted weather permitting. Cancellations due to adverse weather conditions shall be at the discretion of the Lead Evaluator.

The estimated time for practical skills examinations is 6 hours not including breaks.

Timing begins at the completion of Lead Evaluator's address to the candidate group and ends with completion of all required stations, including any same-day retests by each candidate group.

Any additional costs incurred for complete retests shall be the responsibility of the candidate.

Examination Administrative Procedure

Prior to commencement of administration of an exam, the Lead Evaluator will assign the Evaluators to the various stations. The Lead Evaluator will, at the same time, assemble the Evaluators equipment:

- Clipboards
- Skills check-off forms for the pertinent exam
- Rehab supplies
- Communication equipment
- Pens/pencils
- Stopwatches

The Lead Evaluator will assemble the Evaluators and inform them of the skill choices assigned to the examination. The Evaluators perform setup of their particular station based on the skill choices assigned.

Upon completion of set-up by the Evaluators, the Lead Evaluator will perform a complete safety and operational site check.

The Lead Evaluator will assemble the Evaluators and address "best practices" for the pertinent exam, including:

- Safety being the #1 priority
- Pass/fail criteria
- Remind evaluators they are testing, not teaching
- Stress fairness and consistency
- Proper documentation and justification of pass/fail

- Complete explanations of failure to the candidates
- Disagreements between them and the candidates must be deferred to the Lead Evaluator
- They should be monitoring the physical well-being of the candidates as they participate/pass through their individual stations
- Determine an emergency signal that will require candidates to end the scenario and evacuate structures
- Injury or illness reporting

Also at this time, candidates will:

- Be checked for compliance with equipment/material requirements
- Be checked for compliance with facial hair requirements if applicable

The Lead Evaluator assembles the candidates and addresses them regarding the exam format:

- Makes candidate team assignments (candidates will be in teams of 2, it is also acceptable for the Lead Instructor to have the team assignments made prior to the test date)
- Describes the stations and their locations, what teams are assigned to the skill stations and how the team rotations will work
- Instructs candidates to notify an evaluator immediately in the event of injury or illness
- Emergency signal to indicate that candidates must evacuate any structures and report to their assigned evaluator
- May use the DOT-ERG book anytime while at hazmat stations
- Stresses that the candidates follow directions from the Evaluator and/or Lead Evaluator
- Candidates shall not leave the staging area until instructed to disperse
- Candidates are to stay with their assigned team at all time
- Candidates shall stay at the skill station assigned until released
- Candidates shall not discuss what was completed at any skill stations with any candidates that have not completed that particular skill station. Doing so may result in the failure of all students involved.
- Stresses the importance of the candidates keeping themselves hydrated and tells them location of water dispensers.
- Explains that up to 2 skills failed can be retested the same day
- Explains that 3 or more skills failed means complete retest on another day
- Stresses safety on the candidates part
- Asks for and answers any questions the candidates have relating to the process
- Introduces the Evaluators

- Explain this is a testing, not a teaching event
- Stress safety first to the candidates – wearing appropriate PPE/SCBA for the various stations and any additions/deletions due to weather conditions

The testing site shall provide secure staging for students to ensure unevaluated students cannot observe candidates being tested. Apparatus shall be in place at each skill station to ensure that candidates from other skill stations can not observe the activities at other skill stations. Candidates are not permitted to communicate with each other during the examination.

Exam Commencement

Evaluators shall consistently provide the same directions to the candidates for each of the selected station tests. They are to read the scenarios exactly as written.

Evaluators shall instruct each candidate at his/her skill station of their team assignment.

Evaluators shall ask if the candidates as individuals or team members have any questions regarding the job performance requirement(s). All questions are to be answered.

Once the evaluator has completed the briefing he/she will collect the skills check sheet from each candidate.

The evaluator shall instruct the candidates to perform the required test function(s).

Once the candidates have completed their assignments the evaluator shall direct them where to go and to wait for further instructions.

All candidates shall complete every station assignment for the examination.

Once each team has completed all of the skills associated with a station the evaluator shall inform the Lead Evaluator that his/her teams are ready for their next assignment.

Once all skill stations have completed the current rotation the Lead Evaluator will notify all skill station Evaluators to direct the teams to go to their next assigned station.

This shall continue until all teams have completed the rotation through all skill stations.

When the examination is concluded any candidates that are required to retest shall be informed of where to go.

While observing the performance, Evaluators follow the checklist provided on each candidate's station skills check-off form. Safety issues are a priority during this observance.

Evaluators shall grade the candidates, either as individuals for individual tests or as team members for team tests, utilizing the check-off form.

Evaluators shall document in ink and explain the pass/fail results on the proper form.

Upon completion of each skill station evaluators shall return the completed skills check-off forms to each candidate.

Upon completion of the skills examination the Lead Evaluator shall collect all completed skill sheets and do the following as necessary;

- Sign the application for certification for all successful candidates
- Arrange all retests as necessary
- Advise all candidates who are not eligible for a retest or who have had an unsuccessful retest that they must make arrangements to take another skills examination.

Completed skill sheets will be returned to the candidate and shall be placed in their personnel/training file at their fire department.

Throughout the course of the exam, the Lead Evaluator makes himself/herself available to:

- Answer questions
- Maintain an expedient flow of the candidate/teams from staging area to station, back to staging area.
- Provide replacements in the event of equipment malfunction or failure
- Replenishes water supply at refreshment dispensers
- Candidates
- Evaluators
- Coordinator

Throughout the course of the exam the Lead Evaluator:

- Observe activities at all stations on a rotating basis
- Monitor Evaluator directions
- Listen to candidates questions and Evaluators answers
- Answer questions directed to the Lead Evaluator
- Settle disputes that may arise between candidates and Evaluators
- Make final pass/fail decisions in dispute situations
- Provide same-day retest forms in applicable failure situations
- Notify candidates to completely retest on a future date in failure and retest failure situations
- Ensure all certification documentation is complete, signed and correct for submission to the IFTS certification branch

Sample Examination

Scenario 3 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 3a and the other team will complete the skills assigned to team 3b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 3b will dismount the apparatus select, carry, raise a ground ladder for entry into a second story window and tie an axe for hoisting. Team 3a will dismount apparatus make a 360 of the structure. Once this is accomplished they will make the necessary reports to an evaluator. Then one member will pull the attack line while the other gathers necessary equipment from the apparatus, calls for water and readies the attack line. After team 3b has established the ground ladder they will gather all necessary equipment and begin salvage operations. Team 3a will enter the structure, locate and extinguish the fire. Once the fire is extinguished they will check for hidden fires.

Depending on the number of candidates, there will be a set up company who will be responsible for repacking the attack and supply lines and assisting the evaluators prepare for the next scenario. This can easily be accomplished with larger classes (16 or larger), however this assignment may not be staffed for smaller classes (12-15). If this company is not staffed the company in rehab can assist or the company assigned to the scenario must accomplish the tasks. There will be a skill sheet for the tasks identified with this company and must be signed off when they are completed.

Scenario 5 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 5a and the other team will complete the skills assigned to team 5b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 5a will be led to constricted passage area and be instructed on the problems

encountered. Once they complete that phase each member will complete the emergency operations portion individually and out of sight of each other. Team 5b will set up and perform RIT operations .

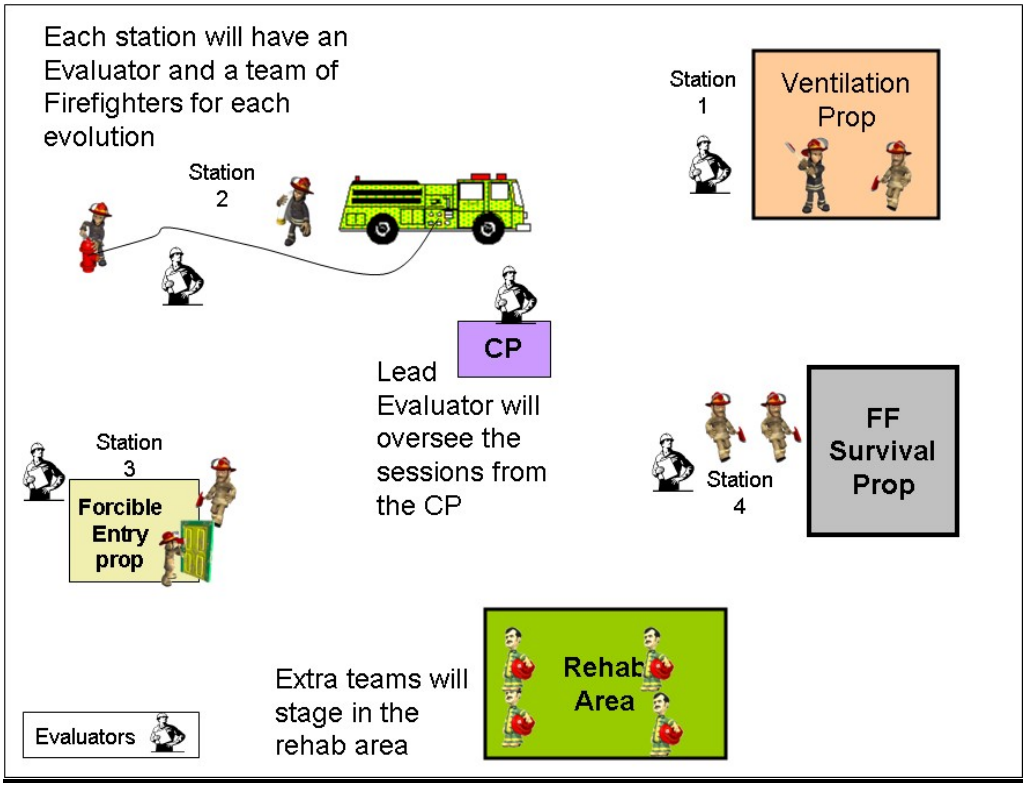
This scenario should be completed using the entanglement prop, a wall prop or something similar. If a candidate is unable to pass through restricted passage due to his/her size then attempts to find an alternative should be made.

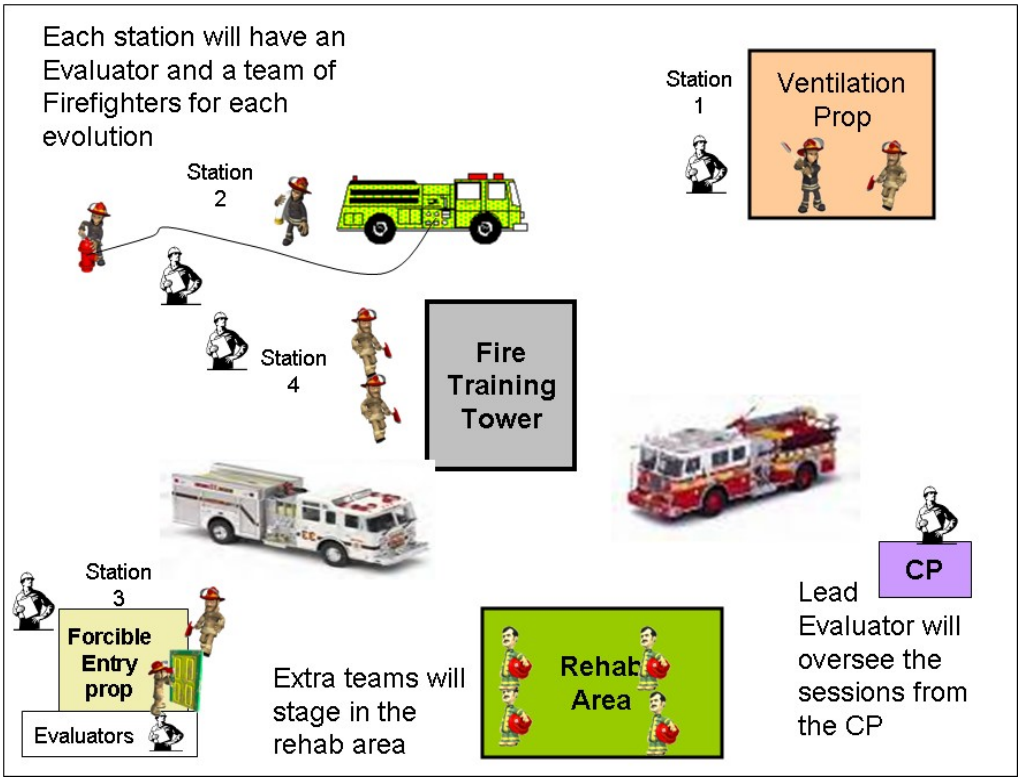
Scenario 7 Directions

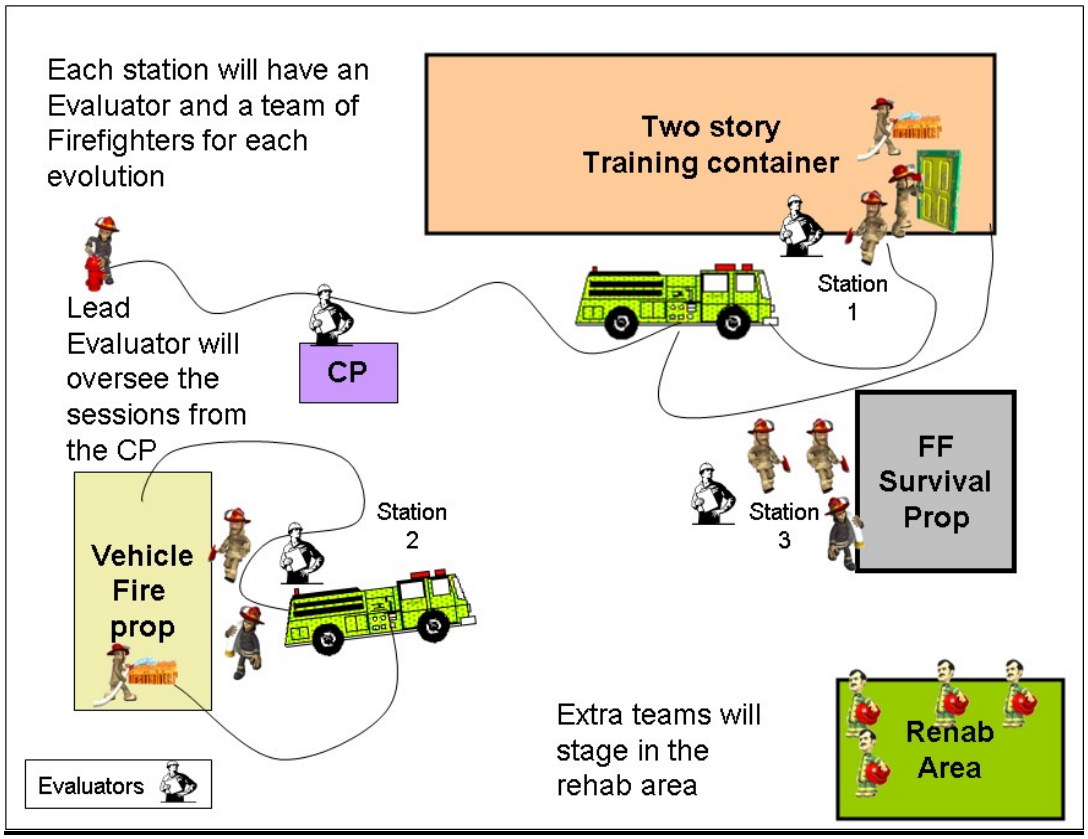
This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 7a and the other team will complete the skills assigned to team 7b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 7a will dismount the apparatus, assume command, complete a scene size up (each member must give a verbal size up to the evaluator individually) once they are directed they will begin fire attack operations. Team 7b will dismount the apparatus, place traffic control devises, set up scene lighting and place a foam line in-service. Once each team has completed all skills prescribed they will get the apparatus to a ready state.

Practical Skill Diagrams






Each station will have an Evaluator and a team of Firefighters for each evolution
Two story Training container
Station 1
Lead Evaluator will oversee the sessions from the CP
CP
FF Survival Prop
Station 3
Vehicle Fire prop
Station 2
Extra teams will stage in the rehab area
Renab Area
Evaluators

Section IV

Practical Skills Examination Scenarios

Evaluators shall place a "P" for Pass or "F" for Fail in the boxes located in the completed column

Scenario 1 **Structure Fire**

Condition

"You are a member of a 4 person engine company that gets dispatched to a working structure fire. You are to safely mount the apparatus, respond to the alarm and dismount the apparatus. Upon you arrival you will perform a scene size up, secure a water supply, determine your company attack and begin suppression and operations when instructed."

SKILL (Team 1a)	**Skill Sheet**	**COMPLETED**
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(performs 360, assume command/accountability, transmit situation found and initial objectives)*	M-88	☐ ☐
EVALUATOR ADVISES CANDIDATES THAT COMMAND HAS BEEN TRANSFERRED TO THE ARRIVING CHIEF AND THAT THEIR COMPANY HAS BEEN ORDERED TO FORCE THE FRONT DOOR AND STRETCH A HANDLINE FOR FIRE ATTACK.		
**Selects appropriate handline and stretches it to the front door, and calls for water	M-53	☐ ☐
EVALUATOR ADVISES RAPID INTERVENTION TEAM IS IN PLACE AND ENTRY CAN BE MADE		
**Gains entry through front door and advance line into structure	M-27, 53	☐ ☐
**Locate and extinguish fire	M-64	☐ ☐

Perform hydraulic ventilation	M-45	☐ ☐
Locate and extinguish hidden fires	M-78	☐ ☐
EVALUATOR ADVISES COMPANY THEY ARE TO DOFF & INSPECT THEIR PPE, REPLACING OR REFILLING THEIR AIR CYCLINDER WITH A FULLY CHARGED AIR CYCLINDER.		
Doff, Inspect and prepare PPE/SCBA for reuse.	M-4	☐ ☐
Replace SCBA cylinder	M-7or 8	☐ ☐
You have been ordered to secure a water supply for a commercial fire. You must successfully secure the water supply and successfully communicate with the driver of the apparatus.		
SKILL (Team 1b)	**Skill Sheet**	**COMPLETED**
Secure a hydrant, complete a forward lay and operate a hydrant **or** deploy a portable water tank, connect and place a hard suction hose for drafting from a static water source.	M-46 a & b **Or** M-47 a & b	☐ ☐
EVALUATOR ADVISES THAT THE WATER SUPPLY HAS BEEN ESTABLISHED AND ORDERS THE CREW TO SETUP FOR RIT OPERATIONS.		
Set up for RIT operations	M-83	☐ ☐
Don SCBA and prepare for use	M-3	☐ ☐

Critical Criteria	
**Candidate fails to properly don PPE*	

**Candidate fails to Establish Command before operating in the "Hazard Zone"*	
Candidate fails to complete task or assignment marked with an *	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 1 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 1a and the other team will complete the skills assigned to team

1b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 1b will dismount the apparatus at the hydrant or portable water tank and make all necessary connections. Team 1a will dismount apparatus make a 360 of the structure. Once this is accomplished they will make the necessary reports to an evaluator. Then one member will pull the attack line while the other gathers necessary equipment from the apparatus, gain entry into the structure call for water and ready the attack line. After team 1b has established a water supply they will gather all necessary equipment and set up for RIT. After the RIT area is set up they will don an SCBA and stand by. Once RIT is established, Team 1a will enter the structure, locate and extinguish the fire. Once the fire is extinguished they will perform hydraulic ventilation and check for hidden fires.

Depending on the number of candidates, there will be a set up company who will be responsible for repacking the attack and supply lines and assisting the evaluators prepare for the next scenario. This can easily be accomplished with larger classes (16 or larger), however this assignment may not be staffed for smaller classes (12-15). If this company is not staffed the company in rehab can assist or the company assigned to the scenario must accomplish the tasks. There will be a skill sheet for the tasks identified with this company and must be signed off when they are completed.

Scenario 2 **Rescue**

Condition

"You are a member of a Truck Company. As the first in Truck Company your primary responsibility is victim rescue. Upon your arrival on the scene you are told that there is a victim inside the second story window. Your company will ladder, enter the second story bedroom, and secure the victim. You will find a conscious victim and rescue him from the second story window."

SKILL (Team 2a)	**Skill Sheet**	**COMPLETED**
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(identify any hazards)*		☐ ☐
Rescue crew climbs ladder	M-41	☐ ☐
**Locate and secure the victim	M-21	☐ ☐
**Remove victim from hazard zone	M-22 or 23	☐ ☐
SKILL (Team 2b)	**Skill Sheet**	**COMPLETED**
**Select, carry, and raise a ladder properly for victim rescue from a window	M-43	☐ ☐
**Climb ladder and perform a leg-lock	M-41	☐ ☐
**Assist conscious victim down a ground ladder	M-42	☐ ☐

Critical Criteria		

**Candidate fails to properly don PPE*	
**Candidate fails to maintain control of ladder*	
Candidate fails to complete task or assignment marked with an *	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Applicant Printed Name:	
Comments:	

Scenario 2 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 2a and the other team will complete the skills assigned to team 2b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 2a will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator and wait for instructions to begin search. Team 2b will dismount the apparatus, carry and raise a ground ladder for a conscious victim rescue. Once the ladder is in place, team 2a will climb the ladder, force entry through a window, locate the victims and remove the victim/s from the hazard area (assist victims onto ladder). While Team 2a locates and readies the victims Team 2b will select and ready an uncharged handline for hoisting, climb the ladder, hoist the line and prepare to receive the victim from the search crew. Each member of Team 2a will be required to assist one victim, each member of Team 2b will be required to bring a conscious victim down a ladder. Once the scenario has been completed twice the company will place the apparatus back in the ready position.

Scenario 3 **Structure Fire**

Condition

"You are a member of a 4 person engine company that gets dispatched to a working structure fire. You are to safely mount the apparatus, respond to the alarm and dismount the apparatus. Upon your arrival you will perform a scene size up, determine your company attack and begin suppression and operations when instructed."

SKILL (Team 3a)	**Skill Sheet**	**COMPLETED**
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(performs 360, assume command/accountability, transmit situation found and initial objectives)*	M-88	☐ ☐
EVALUATOR ADVISES CANDIDATES THAT COMMAND HAS BEEN TRANSFERRED TO THE ARRIVING CHIEF AND THAT THEIR COMPANY HAS BEEN ORDERED TO STRETCH A HANDLINE, SET A LADDER FOR ENTRY INTO THE SECOND FLOOR, FORCE ENTRY INTO A WINDOW AND CONDUCT FIRE ATTACK.		
**Selects appropriate handline and stretches it to the ladder, and calls for water	M-53	☐ ☐
**Advance a charged line up a ladder into a window	M-58	☐ ☐
EVALUATOR ADVISES RAPID INTERVENTION TEAM IS IN PLACE AND ENTRY CAN BE MADE		
**Force entry through a window and advance line into structure	M-29, 58, 41	☐ ☐
**Locate and extinguish fire	M-64 (above	☐ ☐

	grade)	
Perform hydraulic ventilation	M-45	☐ ☐
Locate and extinguish hidden fires	M-78	☐ ☐
EVALUATOR ADVISES COMPANY THEY ARE TO DOFF & INSPECT THEIR PPE, REPLACING OR REFILLING THEIR AIR CYCLINDER WITH A FULLY CHARGED AIR CYCLINDER.		
Doff, Inspect and prepare PPE/SCBA for reuse.	M-4	☐ ☐
Replace SCBA cylinder	M-7or 8	☐ ☐
You have been ordered to select, carry and raise a ladder for entry into a window, assist with hose advancement, hoist equipment and construct a catchall.		
SKILL (Team 3b)	**Skill Sheet**	**COMPLETED**
**Carry and raise a ladder for entry into a second story window	M-33,34 & 36	☐ ☐
Tie and hoist pike poles	M-18	☐ ☐
EVALUATOR ADVISES THAT THE LADDER AND EQUIPMENT ARE IN PLACE AND ORDERS THE CREW TO BEGIN SALVAGE OPERATIONS.		
Spread a folded salvage cover	M-75	☐ ☐
Construct a water chute	M-77	☐ ☐
Fold a salvage cover	M-71	☐ ☐

Critical Criteria

**Candidate fails to properly don PPE*	
**Candidate fails to Establish Command before operating in the "Hazard Zone"*	
**Candidate fails to maintain control of ladder*	
Candidate fails to complete task or assignment marked with an *	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 3 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 3a and the other team will complete the skills assigned to team

3b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 3b will dismount the apparatus select, carry, raise a ground ladder for entry into a second story window and tie an axe for hoisting. Team 3a will dismount apparatus make a 360 of the structure. Once this is accomplished they will make the necessary reports to an evaluator. Then one member will pull the attack line while the other gathers necessary equipment from the apparatus, calls for water and readies the attack line. After team 3b has established the ground ladder they will assist with hose advancement until team 3a has reached the seat of the fire then they gather all necessary equipment to construct a catchall and begin salvage operations. Team 3a will force entry through a window, enter the structure, locate and extinguish the fire. Once the fire is extinguished they perform hydraulic ventilation and check for hidden fires.

Depending on the number of candidates, there will be a set up company who will be responsible for repacking the attack and supply lines and assisting the evaluators prepare for the next scenario. This can easily be accomplished with larger classes (16 or larger), however this assignment may not be staffed for smaller classes (12-15). If this company is not staffed the company in rehab can assist or the company assigned to the scenario must accomplish the tasks. There will be a skill sheet for the tasks identified with this company and must be signed off when they are completed.

Scenario 4 **Rescue**

Condition

"You are a member of a Truck Company. As the first in Truck Company your primary responsibility is victim rescue. Upon your arrival on the scene you are told that there is a possible victim inside the structure. Your company will force entry through a door, enter the structure and conduct a primary search. You will find an unconscious victim and rescue him from the structure." This should be accomplished in smoke conditions.

SKILL (Team 4a)	**Skill Sheet**	**COMPLETED**
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(performs 360, assume command/accountability, transmit situation found and initial objectives)*	M-88	☐ ☐
EVALUATOR ADVISES THAT YOU ARE TO ASSEMBLE ALL NECESSARY EQUIPMENT TO CONDUCT RECUE OPERATIONS AND PROCEED INTO THE STRUCTURE AND CONDUCT A PRIMARY SEARCH		
**Force entry through a door	M-27	☐ ☐
**Conduct Primary search	M-21	☐ ☐
**Remove victim using an appropriate drag	M-22 or 23	☐ ☐
SKILL (Team 4b)	**Skill Sheet**	**COMPLETED**
Your team is ordered to set up for RIT operations and establish scene lighting		
Set up for RIT operations	M-83	☐ ☐

Don SCBA and prepare for use	M-3	☐ ☐
Illuminate the emergency scene	M-25	☐ ☐

Critical Criteria	
**Candidate fails to properly don PPE*	
**Candidate fails to ensure scene safety before operating in the "Hazard Zone"*	
Candidate fails to complete task or assignment marked with an *	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 4 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 4a and the other team will complete the skills assigned to team 4b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 4a will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator and gather the necessary equipment to conduct rescue operations force entry into the structure and conduct search and rescue operations. Team 4b will set up for RIT operations and set up scene lighting.

Scenario 5 **Emergency Procedures**

Condition

You are dispatched to a structure fire. While conducting interior fire attack operations you find yourself trapped by the fire conditions and must exit through an alternate egress point.

SKILL (Team 5a)	**Skill Sheet**	**COMPLETED**
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
**Exit a constricted opening, Exit a Hazardous Area	M-6, 24	☐ ☐
**Reports MAYDAY and maintains communications with command (LUNAR)	M-6, 24	☐ ☐
ONCE YOU ARE CLEAR OF CONSTRICTED OPENING THE EVALUATOR ADVISES YOU THAT YOUR SCBA HAS MALFUNCTIONED AND TO INITIATE EMERGENCY PROCEDURES.		
**Perform emergency operations for an SCBA	M-5	☐ ☐
SKILL (Team 5b)	**Skill Sheet**	**COMPLETED**
Set up for RIT operations	M-83	☐ ☐
**Rescue a firefighter	M-24	☐ ☐
**Don SCBA and prepare for use	M-3	☐ ☐

Critical Criteria	
**Candidate fails to properly don PPE*	
Candidate fails to complete task or assignment marked with an *	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 5 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 5a and the other team will complete the skills assigned to team 5b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 5a will be led to constricted passage area and be instructed on the problems encountered. Once they complete that phase each member will complete the emergency operations portion individually and out of sight of each other. Team 5b will set up and perform RIT operations.

This scenario should be completed using the entanglement prop, a wall prop or something similar. If a candidate is unable to pass through restricted passage due to his/her size then attempts to find an alternative should be made.

Scenario 6 **Flammable Gas Fire**

Condition

Upon your arrival on the scene you are told that there is a 250 pound flammable gas cylinder leaking and on fire. You are to approach the cylinder and shut off the cylinder valve.

SKILL	Skill Sheet	COMPLETED
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(assume command and identify hazards)*	M-88	☐ ☐
**Control a pressurized flammable gas container	M-87	☐ ☐

Critical Criteria	
**Candidate fails to properly don PPE*	
**Candidate fails to ensure scene safety before operating in the "Hazard Zone"*	
**Candidate fails to maintain control of the hoseline*	
Candidate fails to complete task or assignment marked with an *	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	

Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 6 Directions

This scenario is designed to be completed by a company of four. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from

candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. The company will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator. The company will pull two attack lines and control the flammable gas cylinder fire. Each team member must hold both nozzle and back up positions so the evolution will be run twice. The evaluator will act as the company officer and be placed in-between the two attack lines.

If the training site does not have a flammable gas cylinder prop the Lead Evaluator shall contact their DFTC and attempt to acquire one of the state flammable gas trailers.

Scenario 7 **Vehicle Fire**

Condition

Your Engine Company receives a dispatch to a working vehicle fire at 0200 hours. Upon your arrival you suppress the fire appropriately and need to set up lighting on the highway. After suppressing the fire and returning to station your Captain requests you prepare all of your PPE back to service.

SKILL (Team 7a)	**Skill Sheet**	**COMPLETED**
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(assume command, identify any hazards)*	M-65	☐ ☐
EVALUATOR ADVISES CANDIDATES THAT A CHIEF HAS ARRIVED ON SCENE. THE CHIEF AND ASSUMES COMMAND. YOUR COMPANY HAS BEEN ORDERED TO SET UP SCENE CONTROL DEVICES AND EXTINGUISH THE VEHICLE FIRE.		
Selects appropriate handline and readies the line to attack the vehicle fire.	M-53	☐ ☐
EVALUATOR INFORMS CANDIDATES THAT WHEN THE LINE IS CHARGED THE #2 SECTION OF HOSE HAS BURST		
**Dons SCBA mask and goes on air	M-3	☐ ☐
**Extinguishes vehicle fire	M-65	☐ ☐
SKILL (Team 7b)	**Skill Sheet**	**COMPLETED**

Uses traffic and scene control devises traffic control considered.	M-2	☐ ☐
Set up Scene lighting.	M-25	☐ ☐
EVALUATOR ADVISES THE FIRE HAS BEEN EXTINGUISHED AND THAT THERE IS A FUEL LEAK.		
Place a foam line in service and cover a spill	M-85 & 86	☐ ☐

Critical Criteria	
**Candidate fails to properly don PPE*	
**Candidate fails to Establish Command before operating in the "Hazard Zone"*	
**Candidate fails ensure scene safety*	
Candidate fails to complete task or assignment marked with an ***	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 7 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 7a and the other team will complete the skills assigned to team 7b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 7a will dismount the apparatus, assume command, complete a scene size up (each member must give a verbal size up to the evaluator individually) once they are directed they will begin fire attack operations. Team 7b will dismount the apparatus, place traffic control devises, set up scene lighting, place a foam line in-service and cover the spill. Once each team has completed all skills prescribed they will get the apparatus to a ready state.

Scenario 8 **Loss Control**

Condition

You are dispatched to support a structure fire. Upon arrival you are assigned to conduct Truck Company operations.

SKILL (Team 8a)	**Skill Sheet**	**COMPLETED**
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(identify any hazards)*		☐ ☐
EVALUATOR ADVISES THAT YOU ARE TO ASSEMBLE ALL NECESSARY EQUIPMENT TO CONDUCT SALVAGE OPERATIONS AND PROCEED TO THE SECOND FLOOR ONCE A LADDER IS IN POSITION.		
**Crew climbs ladder	M-42	☐ ☐
Hoist equipment as directed	M-18	☐ ☐
Construct a Water Chute	M-76	☐ ☐
Construct a Catch All	M-77	☐ ☐
SKILL (Team 8b)	**Skill Sheet**	**COMPLETED**
**Select, carry, and raise a ladder properly for victim rescue from a window	M-43	☐ ☐
Connect to a Fire Department Connection	M-70	☐ ☐

Stop the flow from a sprinkler head	M-69	☐ ☐

Critical Criteria	
**Candidate fails to properly don PPE*	
**Candidate fails to ensure scene safety before operating in the "Hazard Zone"*	
**Candidate fails to maintain control of the ladder*	
Candidate fails to complete task or assignment marked with an *	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 8 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 8a and the other team will complete the skills assigned to team 8b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 8a will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator and gather the necessary equipment to conduct salvage operations as directed and prepare equipment for hoisting. Team 8b will connect to the FDC (each member will connect one section of hose to the attack pumper and to the FDC), and carry and raise a ladder to the second floor. Once the ladder is in place, Team 8a will climb the ladder, hoist up the equipment (each member must prepare and hoist one piece of equipment), and construct a catch all and water chute. While salvage operations are underway Team 8b will manually stop the flow of water from a sprinkler head.

If the training site does not have an FDC available one can easily be simulated by placing a Siamese on the side of a pumper. Also sprinkler head props would have to be available for the examination if the site does not have a sprinkler system in place. These are easily constructed by placing a sprinkler head into a PVC pipe. Additional information can be found on the skill sheets if you have difficulty with any of the skills required.

Scenario 9

Flammable Liquid Spill

Condition

You are dispatched to the report of a possible hazardous materials incident. You arrive and find an automobile accident involving a truck and a tree. The truck appears to be a fuel truck and has a visible placard with UN# 1993 and a large pool of liquid is forming on the ground. The driver is out of the truck and is not contaminated or injured. You are to take control of the incident, identify the product using the ERG and perform necessary control measures to minimize exposure.

SKILL	Skill Sheet	COMPLETED
Establish control of the Incident, perform scene size-up *(identify any hazards)*		☐ ☐
Establish isolation perimeter and make notifications (if necessary)		☐ ☐
Place a Foam Line in service	M-85	☐ ☐
Perform Vapor Suppression	M-86	☐ ☐
Evaluator name and PSID #:		
Applicant Signature:		
Applicant Printed Name:		
Comments:		

Scenario 9 Directions

This scenario is designed to be completed by a team of two. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will begin the incident. The team will conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator. After the size up they will look up the product used in the incident in the Emergency Response Guidebook, determine the appropriate isolation distance and isolate the area. Isolation distances

used in the scenario can be simulated. After establishing control of the scene they will set up a foam line and perform vapor suppression.

Scenario 10 **Command a Structure Fire**

Condition

"You are a member of a 4 person engine company that gets dispatched to a simulated working structure fire. You are to establish command and direct initial company operations."

SKILL	Skill Sheet	COMPLETED
**Performs scene size-up *(performs 360, assume command/accountability, transmit situation found and initial objectives)*	M-88	☐ ☐
Determine ventilation needs and direct ventilation crew	M-	☐ ☐
Direct interior crew to pull a line and prepare to make entry	M-53	☐ ☐
Ensure RIT is in place prior to ordering attack crew to enter		☐ ☐
Order attack crew to advance line into structure	M-27, 53	☐ ☐
Ensure water supply needs are addressed	M-88	☐ ☐
Coordinate and direct rescue crew	M-88	☐ ☐
Maintain communication until incident is terminated	M-88	☐ ☐
Critical Criteria		
**Candidate fails to Establish Command before operating in the "Hazard Zone"*		☐ ☐
Candidate fails to complete task or assignment marked with an *		
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*		☐ ☐
Evaluator name and PSID #:		☐ ☐

Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 10 Directions

This scenario is designed to be completed and evaluated as an individual skill The primary purpose of this incident is to evaluate the coordination of an incident therefore it is not necessary to have crews perform the functions of attack, rescue, ventilation and RIT. This is to be conducted as a simulated fire scene. The evaluated member will conduct a 360 of a simulated structure fire and the evaluator will communicate the incident conditions (fire and smoke condition, cars present, witness statements and so on). This can also be accomplished using photographs of an incident scene (similar to FOST).

The incident commander will communicate incident objectives and order to the crew leaders. The evaluator will ensure that all incident needs are met. The incident will terminate when the primary objectives are met (attack, rescue, ventilation as necessary and RIT)

Independent Skills

Condition

This skill sheet will be completed for all students. The duties associated with this skill sheet are the required assignments for placing apparatus and equipment back in service. This includes cleaning and inspecting all equipment as instructed. It is not required that each student complete every skill on this sheet, however each student shall complete no less than five (5) skills checked. In addition not all associated skill sheets must be completed in its entirety.

SKILL	Skill Sheet	COMPLETED
Clean, inspect, maintain and store PPE/SCBA, Ropes, Hand and Power Tools, Ladders, Hose, Salvage Coves, Forcible Entry Tools, Portable Power Plants and Lighting Equipment	M-4, 10, 26, 31, 48, 71, 82	☐ ☐
		☐ ☐
		☐ ☐
		☐ ☐
		☐ ☐
		☐ ☐

Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	